Break

Eton and Ilford

As lovers of our ancient institutions winced this week on reading of the Labour Party stalwart at Blackpool who suggested Eton and Harrow could become trade union or refugee centres, did his name tinkle an echo out from their memory of a few years back?

Little Ilford, 1976. Over 30 NUT members struck for one hour and the union promptly struck them. Their membership was suspended for striking without permission from NUT headquarters. Highly paid messengers shuttled back and forth between Hamilton House and West Ham. Fred Jarvis instructed, two members defected, 28 defied.

Graham Lane at Blackpool

In the middle of it was this week's iconoclast of the Tower ballroom, Mr Graham Lane. He was the one who took out an injunction against the NUT on the pragmatic grounds that non-membership of a union disqualified him from his prospective Labour candidacy for South-West Staffs.

Twirling a stemmy glass in his hand at a reception in the school last week for the 10 sixth-formers going on to read for degrees, he chuckled over recollections of 1976-77. "Yes, I forked the 25 quid out myself for the writ, took it to Hamilton House and served it on Fred Jarvis. It was accepted from me by Hugh Pierce, the union solicitor. What we didn't know at the time was that the union reacted so promptly and drastically because they had been asked to by some NUT people here in Newham."

It was March, 1977 before *The TES* carried three paragraphs headed "Little Ilford row ends". Nowadays the onetime rebel *is* the NUT in Newham, well, president of it, head of English at the school, general secretary of the Socialist Education Association and still on Labour's candidates list despite having failed to gain South Staffs for them at the General Election. His proudest boast is that thanks to the local NUT association Newham is better off for supply teachers now than anywhere else in the country. It was lack of a supply teacher which set off the Little Ilford saga. . . .

Offer they couldn't refuse

Leicestershire's generous early retirement policy—designed to slim down the teaching force—has had one startling effect. Eight of the county's 17 upper school heads have decided to leave, and the authority is letting them go.

The roll call covers a whole era of pioneering attempts to start new kinds of upper secondary and community education. Birstall Longslade college—one of the first of the comprehensive colleges, started 20 years ago by the outgoing head, Andrew Finch. Countesthorpe, the most radical—John Watts, aged 53, is "going freelance" after seven years there.

Wreake Valley, the ziggurat—Emmeline Garnett says it's time for the school to have a change, after 10 years, and what chance is there for a woman to get a new job at 56? Hind Leys college, Shepshed, which opened some five years ago with great hopes—now abandoned—of genuinely integrated community education. The Rev Hughie Jones, aged 53 is becoming vicar of Church Langton next Easter.

They are mostly tactful about reasons for leaving, murmuring things like "unrepeatable offer" (of an indexed pension with seven years extra service added on); "time for a change"; "make way for an older man". Laurie Adkins, aged 55, of Beauchamp College, Oadby, says he is looking forward to a second career, though he does not know what it will be. Dr Ron Allison, of Ashby-de-la-Zouch, is planning to teach—"outside the state system". Emmeline Garnett would have liked to go on teaching inside the state system—but inflexible pension arrangements make it financially impossible.

But there is no doubt at all that they are also mostly battle scarred and weary from fairly savage cuts—particularly in community education, where Leicestershire was a front-runner, and many of these heads were appointed to lead the way.

Rumour has it that senior education officers have been heard muttering about rats leaving their sinking ships. But Andrew Fairbairn, Leicestershire's chief education officer, is maintaining his habitual *sang froid*. The authority, he says, would not have let the heads off if they had been worried about the departures.

After Jenkins

It is probably to the credit of the DES that, in spite of the way the promotion ladder has been kicked away by Rayner and Heseltine, they have not yet fallen back defensively on Buggin's turn when a job does fall vacant without being axed.

In the latest round of reshuffling, promotion to under-secretary goes to Nicholas Stuart, who comes fresh from writing speeches for Roy Jenkins in Brussels, and is 38 this week. That is several years below par for the course, leaving plenty of time for the two rungs left to Permanent Secretary at the top.

In industry he would be a whizz-kid, but in the Civil Service he is clearly in the classic tradition of high flyer, as well he might be with a name like Nicholas Willoughby Stuart and an education that started at Harrow and continued with a first in modern history at Christ Church, Oxford.

There then seems to have been a temporary abberation as HM Inspector of Taxes before he moved on within a year to the DES; from then on it was glamour all the way. Private secretary to Jenny Lee when she was Minister for the Arts, private secretary to the head of the civil service, and after that the same job for two successive prime ministers, Heath and Wilson.

Promotion to Assistant Secretary came in 1975, and then two years ago Nicholas Stuart went to Brussels as adviser in the Cabinet of the President of the European Commission. As well as the speech writing, his job included showing the flag for journalists and other visitors, who found him refreshingly entertaining and clear in comparison with the rest of the Brussels bureaucracy. He himself liked the openness there after the DES, and the fact that he was both taking decisions and advising. Will he be able to keep that open approach as head of Schools Branch I?

"Do you think it's just the free or the education as well that's vanishing?"

Some of us will also be keeping an interested eye on the life and work of John Thompson, who moves out of the Schools job to head FHE Branch I. He lists his recreations as fell walking and reading about Albania.

New Hall neurotics

New Hall, Cambridge's third and smallest women's college, celebrated its silver jubilee this year with various jollities and the inevitable fund-raising appeal. Festivities have now closed with the publication of a series of student memoirs in this year's college report.

Critics could say that this newish institution has gone from infancy to old age without ever having a true heyday.

But New Hall has never doubted what it is, or should be doing and from the early days—of 15 students and borrowed Girton cutlery—has set to work to carve out an extremely distinctive place for itself in the range of Camb colleges.

Many of the published m point to one major factor i From the first the college op an admissions system based o general examination. The w geography student applying Oxbridge women's colleges have a characterless lump thrust before her for identific at New Hall they were intere why she thought art a poor tute for life.

In this way the college its hunches and risked tion with students who had to offer except potential. medical student who wen Hall in 1955, lacked the science A levels; anoth student was a 24-year-old typist recently returned fr round the world on a mot

The hunches were goo Standards were high from and the small New Hall body grew to prize its differences. The myth grew New Hall students were and neurotic.

"But be that as it m writes Sarah Coakley, of of 1970, ". . . what attr immediately to the colleg certain tone or atmosphe of benign *laissez-faire*: a and encouragement, of ality and flair."

New Hall was, and enough to maintain good cations without trying, a enough to accept change much credit for its liber and rapid rise to credib go to its president, Dame Murray, who after playin part in founding and he college, is to retire next y

On the public stage she as a chemist, and a rec chancellor of Cambridge U Old New Hall students r her in more informal settin ing up and putting the cat o old college building (now College) in Silver Street: taking emergency plumbing the winter of the great free impatiently screwing mirro student wardrobe doors dramatic new college buil the Huntingdon Road.

Now she has written h version of New Hall's hist *Making of a College: Ne 1954-1972* can be obtained f Bursar, New Hall, Cambri 0DF, price £1.50 plus 25p and packing.

Ari

TES Literary competition

Competition No. 7
Report by Charybdis

The zest with which competitors threw themselves into the task of emulating the most strained and pretentious kind of literary analysis argued a powerful impatience with their target. No contention was too ludicrous, no thesis too far-fetched. Thus, Hamlet's problem was seen as less one of halting will than of halitosis (P. W. R. Foot); Wordsworth's *She dwelt among the untrodden ways* celebrated the excision of a malignant wart (Bill Greenwell), while his *Daffodils* was, variously, a Marcusian tract (Elizabeth Reeves); a warning of the Yellow Peril (F. Pitt-Kethley); or the hidden work of Benjamin Disraeli (D. C. Alexander).

A slight air of *déjà vu* about some of the entries: Beatrix Potter has already been extensively exposed to cod criticism (though Paul Griffin's identification of "the foxy-whiskered gentleman" with the Kaiser was a charming touch) while a highly sexual reading of *Jack and Jill* is so well established as to be already a *cliché*.

Sadly, some of the liveliest entries expelled themselves from the main prize pool by going way, way over the word limit. So Vivienne Cooper, Sam Merry and K. M. Kelly will have to be content with quotation and £3 apiece. A. W. Legg and B. Levy will receive £4 each for their onslaught on, respectively, the *Ode to Autumn* and *Oh What a Lovely War!* (alas, no room to print), £6 goes to R. A. Maidment and £9 to G. Vinestock.

Mansfield Park

There have already been subtle hints of the torpid emotions which flowed under the deceptively calm persona that was Austen at Chawton in 1812; we have noted . . . how she found almost orgasmic release in describing the phallic "tall iron palisades" which ostensibly chilled Henry Crawford . . .

Vivienne Cooper

Three Blind Mice

. . . the darting sexuality of movement; the secretive dark mouse — primeval, yet so mammalian; . . the promiscuous and sodomistic tendencies of the gang of three who go about raping (reminiscent of the film *A Clockwork Orange*) . . .

Sam Merry

Lord of The Rings

That these free days are now over is only too clear—"Never before had any man mounted him (Shadowfax), but I took him and I tamed him". Thereafter the exquisite mount is conceived as a tool in the picaresquely machistic quest undertaken by the men to destroy the (Wedding) ring of power, symbol of man's subjugation to women, and thus cast into the crack of doom (Vagina) not only the woman's ultimate "intrusion" on maleness, but by this act of symbolic rape, ensure the ennobling of the homosexual bonds presently expressible only in terms of non-physical loyalty and courage.

K. M. Kelly

P. G. Wodehouse

. . . Jeeves is, in effect, the *cri de coeur* of Wodehouse the existentialist. With Wooster, we have been no more than corks that bob on the inherited tide of bourgeois exploitation: one knows neither the emotional recidivism of Honoria Glossop nor the repressed sexuality of the Drones' Club will ever give completion to a psyche maimed by the *rites de passage* of Eton, Oxford and the Rev Aubrey Upjohn. However, Jeeves' "I endeavour to give satisfaction, sir," is, like Presley's sardonic desire to be one's Teddy Bear, the final triumphant self-immolation of the Mother-God of Berkeley Mansions, W., bearing the divine oblation of self-determination in the whites of two eggs, a spoonful of red pepper, and a dash of Worcester sauce.

R. A. Maidment

Hamlet

I have substantially proved the wrong-headedness of the Bradleian approach. There *is* no problem to *Hamlet*: the play is an impassioned plea against contemporary pollution. Hamlet, as his name suggests, represents the wholesomeness of village life; Claudius is the polluter, the "garbage" — every schoolboy remembers the environmental damage wrought by an earlier Claudius in draining the Fucine lake. Hamlet knows Elsinore to be a "sterile promontory" whose air is "a foul and pestilential congregation of vapours"; he yearns for the "undiscovered country" from which, like other travellers, he will not return. This (*pace* Spurgeon) is the central image.

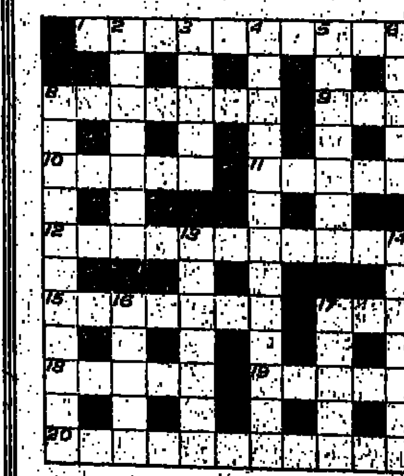
Old Hamlet was a "fair mountain", symbolically destroyed in his orchard—the orchard, like the hamlet, imposes only a limited order upon nature, as Danby nearly saw. Young Hamlet's problem is not Oedipal: to avenge his father he must contribute to the very pollution he abhors. Hence his delay.

G. Vinestock

TES Competition No. 8
Set by Charybdis

In his latest instalment of autobiography, *Ways of Escape*, Graham Greene, recalling early novels he now regrets ever having published, quotes such gems as: "A revolver drooped like a parched flower to the pavement", "The sound of far voices sprinkled over him like the seeds of a poppy bringing rest", "A clock relinquished its load of hours". Competitors are invited to confect a fictional extract (up to 150 words) of similarly preposterous preciosity. The closing date is October 19.

Crossword No 1,206



Across

1 Gives us return viewing (7, 5).

8 Turandot was his swan song (7).

9 Fabulous tale-bearer (5).

10 Talk to a standstill? (5).

11 The more weighty matter (7).

12 Temperamental malady? (13).

15 Does he say "u-dun-it" to 18 down?

17 The clasp of a cheat (5).

18 No place in the sun for this (5).

19 Went into a spin on high (7).

20 Fleet Street chairmen in the small hours (5, 7).

Down

2 Bough on which Browning's cha sings (7).

3 Implement for ver Doone? (5)

4 Environment those living Robin? (13).

5 Cash in Pa (7).

6 First-class foo the palm in th World (5).

7 Oversee with purpose (11).

8 Waster from prison (8, 3).

13 He may have it (7).

14 He doesn't Stir-up act (7).

16 Oddly dropped bric this sound (5).

17 So T h cryptically

Solution to 1,205

Next week

■ Harry Ree: The treason of the class of '68. ■ Nuclear Energy: Anne Corbett and Rick Rogers report on reactions in Fr English schools to the debate. ■ Books: William grave reviews the Castle Tom Corfe reviews Paul new history of Ireland; Blishen reviews John Ard dramatisation of *Don Qui* tory textbooks ■ Extra: Geo

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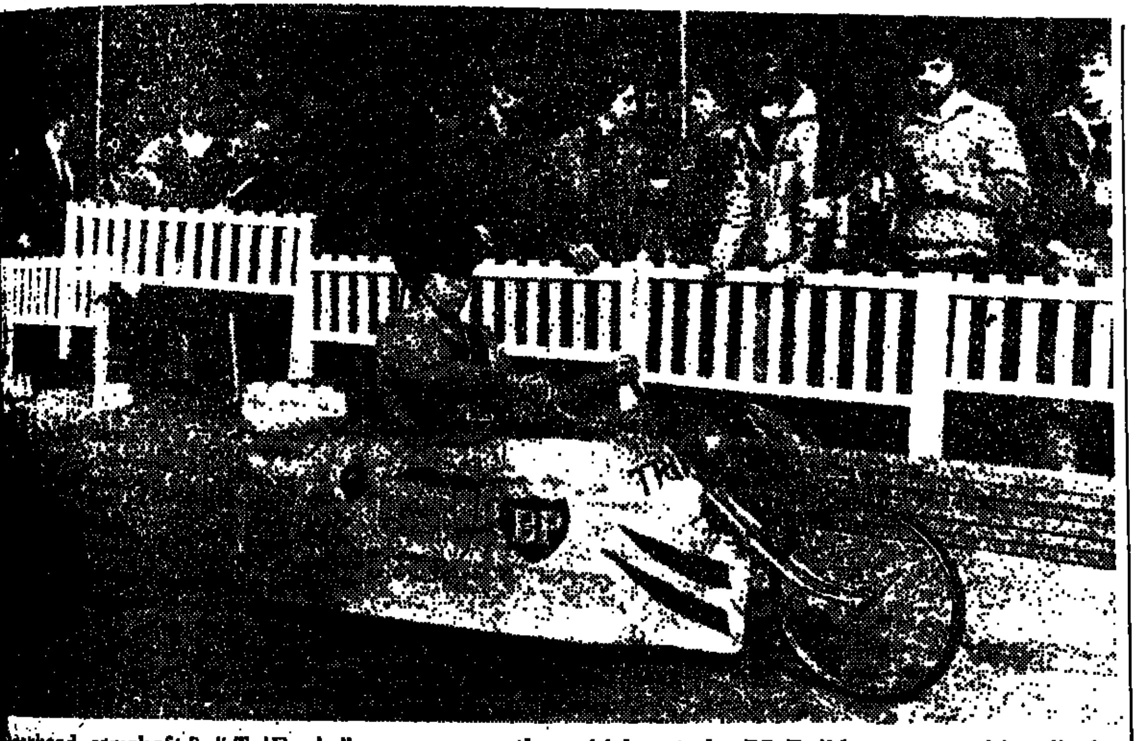


Overhead camshaft? "TriFonic" was among the vehicles at the BP Buildacar competition finals in London last weekend. Chris Ball

Future of community colleges in balance

The county that pioneered the education of children and adults together will decide today whether to make cuts which could close 10 of the 27 community colleges in their present form. Fund-raising schemes are being devised to raise £100,000 to preserve the community education system, as staff are made redundant. David Lister reports.

Axe poised over Leicestershire pioneers

pioneering community colleges Leicestershire where children adults are taught on the same may face closure today.

Councillors will decide this after whether to shut down the com ity side of 10 of the 27 colleges ite of a £100,000 fund raising e and a warning by Mr Andrew bairn, chief education officer, this would signal the end of the colleges in their present

ences, rises in tuition fees, ored, walks and a whole host other money making schemes been devised by the colleges that cuts of £400,000 demanded the county.

there have been redun of 22 adult tutors and two education officers.

community colleges, in the sixties, serve as schools for the whole range and have com where local residents classes, senior citizen and ante-natal groups, with parents often having lunch at school with their children. The county also has community centres based on primary schools. The adult tutors co-ordinate the teaching by volunteers in the community colleges.

A meeting of all the college principals has rejected the demand for more cuts. They want the county to raise the rates instead.

Mr Roger Seckington, secretary of the county association of principals, and principal of Earl Shilton Community College, said this week: "Some colleges are close to going to the wall already and the sort of cuts that are suggested could put them that much closer. If they close the 10 then the whole thing is getting ridiculous. The whole service depends on continuous use of buildings. At the moment we are open from early in the morning until late at night."

"It is true that the county has quite rich provision for community education. Leicestershire has almost led the world in this. The philosophy was to have a unitary approach to school and adult education. But we are now in danger of seeing the whole thing come to an end."

Mrs Di Griffin, principal of Thomas Estley Community College, said: "The decision to cut the adult tutors by half has been a disaster as there is a tremendous amount of co-ordinating work to do. These are the people who innovate.

"There is also a fear that if 10 colleges are closed now more will be closed in future years."

Mr Fairbairn, the director of education, said: "The £400,000 package could indeed lead to the demise of the community colleges as we know them, and in the very near future too. It is very sad. Perhaps there is a misunderstanding about what these colleges actually do."

A research project at Leicester University school of education which is looking at the colleges will show next year that the colleges are used by up to 20 per cent of local communities. The national figure for adult education is about 4 per cent.

As reported in *The TES* last week, heads of several community colleges are taking advantage of the county's early retirement scheme.

fare deal that just doesn't appeal

id Lister

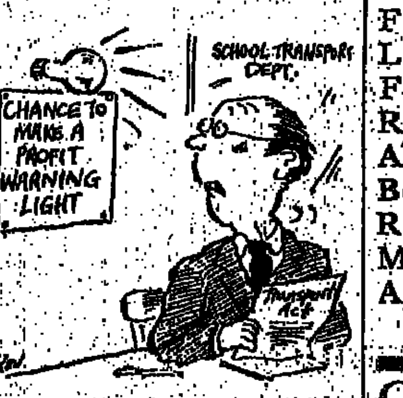
ry squire will after all seeing the lower fifth's n the back of the seat dy of the manor will not carping clippie to clear ss for Johnny made that

country's local education dently bereft of any takers, have turned down to make school buses to free enterprise and adults at cheaper fares than bus service. postmaster with his been planning to queue for a daily standby ticket up to the Royal British Legion will have to think again. And the panic in major bus company offices which has led to rumours that they could mount a major offensive with conductors stopping at request stops and buses travelling in twos instead of threes can now subside.

The new Transport Act which came into force on Monday allowing authorities to take adults on school buses at cheap fares has been studiously ignored in town halls up and down the country. Not one council is taking advantage of the new law.

Dorset which failed to compete effectively with the fish and chip shops and stopped school meals in primary schools shuddered at the thought of entering the transport arena. "If the bus companies who are geared up to it cannot make a profit, why should we?" said one official who is not being nominated for the young businessman of the year award.

Janet and John can continue to meet surreptitiously on the back seat every morning and afternoon. It does not look as if mum and dad will be joining them for some time yet.



Students shun BEd courses at polys

by Virginia Makins

BEd courses in polytechnics and colleges are undersubscribed by about 30 per cent. In 11 polytechnics, according to a survey, the average shortfall is 47 per cent, and at least five began the year with courses less than half full. The worst hit are Portsmouth, Newcastle, Manchester and Leicester Polytechnics.

Two colleges that merged with universities, St Luke's, Exeter, and Coventry, more than filled their BEd places. So did some of the old teacher training colleges that kept their identity after reorganization. Homerton in Cambridge, King Alfred's in Winchester, Avery Hill in London, Ripon St John in Yorkshire and Rolle college near Exeter all filled their BEd targets. So did Worcester, Bath and Bedford colleges of education.

But not all the famous names are flourishing—at least in their undergraduate education departments. S. Mark and S. Johns BEd places are only 56 per cent full. Matlock college has filled 65 per cent, Bishop Grosseteste 67 per cent, the Roehampton Institute in London 77 per cent and Bulmershe college, Reading, 81 per cent.

Colleges suggest two main causes of the shortfall—publicity about the lack of teaching jobs, and the requirement that teachers entering the profession in 1984 must have O-level maths.

Some colleges are making up numbers by recruiting students without maths on three-year BEd courses, in the hopes they may either find employment in 1983, or pick up the qualification during their course.

Most colleges do not see the shortfall as a threat. Diversified colleges claim to be doing well with their other degree courses.

The main growth area is the postgraduate certificate in education courses (PGCE). Virtually all the institutions said that they were recruiting well above target on PGCE.

But it is clear that the planned balance between BEd and PGCE entrants into the teaching profession will have to be sharply revised in the light of student choices. And on the BEd side, there may well have to be another round of shutdowns and mergers.

A survey of unfilled places is being carried out by the Department of Education for a meeting later this year which will look at the teacher training system.

● Enrolments on teacher training courses fell by 22,000, from 84,000 to 62,000, between 1976 and 1977, according to statistics released by the Department of Education.

This resulted from the reduction of the planned intake into courses and contrasted with other advanced courses, where enrolments rose from 130,000 to 141,000.

Statistics of Education, 1977, Volume 3—Further Education, HMSO, £6.50 or £6.81 by post.

This week

Lost generation? 4
Private schools which will 'cream off' 6th formers 8
Going where the money is 10
France: campus turmoil over cuts 14
Nuclear energy and the classroom 20
Barbara Castle assessed 22
Chinese film profile 23
Children: TV's deprived audience 29

Extra

Geography 33-40
Comment 2
Platform 4
Personal column 7
School to Work 10
Foreign 14, 15
Letters 16, 17
Features 19—21
Review 22
Arts 23, 24
Books 25, 26
Resources 27, 28
Media 29
Aristides, chess, crossword 72
Classified 31

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TIMES PAST
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Who will shift the log-jam on conditions of service?

Nobody could accuse the teachers' unions of showing unseemly haste in the matter of a new agreement on terms and conditions of service. Next week, however, the stately quadrille continues with a new round of meetings and the teachers will reply to the proposals which the authorities put up in the summer.

The l.e.a.s want the teachers to agree to a 205 day year, 10 of which are available for in-service training and a 37½ hour week of which two-and-a-half hours are available for preparation and seven-and-a-half hours are for other professional work.

The NUT, on the other hand, is campaigning for a 190 day year, to include five days of in-service training, and a 32½ hour week, of which five-and-a-half hours are reserved for preparation and five hours for other professional activities.

As things stand, the authorities and the teachers seem to be divided by a wide gulf. The l.e.a.s have obvious problems with lunchtime supervision. They also recognize the need to expand in-service training but they don't think it should be wholly done in school time because this would either mean providing supply teachers to cover for those being trained or cutting down the teaching year.

The teachers, on the other hand, are only going to accept a new agreement on terms and conditions which seem to them better than those they already have. They are in the position of a salesman with something to sell, waiting for the authorities to make them an offer they cannot refuse. So far, nothing the authorities have come up with has tempted them but they can see how more clearly defined job descriptions could be used as the basis of subsequent pay and overtime claims.

The authorities are in no position to buy the teachers' agreement at the present time. In the absence of any movement the status quo continues and this suits the major teacher unions well enough, though it worries the heads. It is true that, in the absence of any new agreement, there is a risk that the ambiguities of the old contract may be construed piecemeal by the courts, as for example, has happened in Essex and Doncaster, and there is no knowing what confusion this may cause. But this is something which worries the authorities a good deal more than the teachers and is not such an immediate hazard as to shake union negotiators out of their lethargy.

The negotiations (or lack of them) on conditions of service are closely related to other discussions on the revision of the Remuneration of Teachers Act. Here, too, the authorities would like to speed things up, but the Secretary of State, who has to initiate any legislation to revise or repeal the RTA, shows absolutely no inclination to hurry. Three issues have to be settled with regard to any new negotiating body. Should it be a Joint Industrial Council (as the authorities would like, and most people expect) negotiating salaries and conditions of service together? Who should be represented—ie, should the DES take part and which and how many teacher representatives should have seats? And what, if any, should be done about arbitration?

The first issue seems more or less closed: if the RTA is revised, pay and conditions will be negotiated together. The composition of the various panels will always be contentious but Ministers have had to deal with matters like this before and if Mr Carlisle decides to bring the Professional Association of Teachers into the new body, the NUT and NAS will simply have to lump it.

Arbitration, though unfashionable in government circles, is a more open question. The NUT has always disliked arbitration but may have begun to recog its attractions. Certainly, the hostility compulsory arbitration on the authori side should make the teachers think about scrapping it. If it were not arbitration, the l.e.a.s would have their 1980 offer strictly conditional the acceptance of revised condition service.

Arbitration is a desirable prote for a professional group whose sense, professional scruples and mon payments rule out unrestricted indu action. But arbitration in the pr form has begun to frustrate negoti The Burnham Committee, for al elaborate techniques of discussion, fo and informal, has not been able to r agreement on a pay settlement wi arbitration since 1970 except unde duress of pay policy.

The negotiators always know the yond them there is a further co appeal which can be relied upon to something to the authorities' last Claims are pitched high, and offe pitched low, to take account of reality. There are now grounds for that enough is enough.

What is needed is a new type of a tion which encourages realistic ne tion and puts a premium on agre not division. In such circumstances not wholly fanciful observers ha gested a limited arbitration wit binding conditions. Let the arbi award *either* what the employers *or* what the teachers claim, but n in between. This would discoura claims and derisory offers and for negotiators to match their actions assessment of a putative arbitrato sion. It would also, of course, req few honest arbitrators with the w of Solomon, but what's new?

Comment

Left hand, right hand

There is an implicit schizophrenia in last week's White Paper on Young Offenders (page 7). On the one hand it emphasizes the Government's anxiety to keep young people under 21 out of custody except when they are "a real danger to society"; on the other, it would give the magistrates the additional powers they have been asking for to put them there.

This is not surprising, especially in view of its publication date a few days before the Conservative Party Conference, since it had to reconcile the humanitarian Home Secretary inside Willie Whitelaw, with the law and order element of yesterday's Brighton debate.

Thus, there is the universally welcomed decision to bring to an end from next March the practice of remanding 14-year-olds in prison. But it is also proposed to repeal section 7 of the 1969 Children and Young Persons Act, which was designed to keep young people under 17 out of prison, and section 3 of the 1961 Criminal Justice Act, which restricted the courts' powers to imprison young offenders between 17 and 21 years old.

The battery of remedies which the White Paper proposes to combat juvenile delinquency and crime include residential care orders, more "short sharp shocks" in detention centres, and an amalgamation of existing prison sentences and borstal training into a single more specific sentence to be called "youth custody". It is hoped, however, that a *greater* use of supervision orders, community service schemes and intermediate treatment will help to keep young offenders out of custody.

As the White Paper rightly says, there is public concern about the number of juveniles who break the law, and the lack of confidence in the courts about committal to the care of a local authority or supervision in the community. But under what circumstances will the new measures work any better than the old, especially if we take into account the future lives of the young delinquents themselves as well as the communities they damage?

The failure of the soft-line approach is blamed on woolly-minded do-gooders like social workers and probation officers, but the soft approach has never really been tried since the institutions and resources to back up care or supervision orders have not been provided. The hard line has also clearly failed in the past, since 84 per cent of boys sentenced to borstal training were reconvicted within two years.

Of the new measures, the residential care order which can now remove a juvenile from home for six months if he or she commits another offence while in care may come as a welcome relief to school teachers who complain about delinquents on care orders simply *being returned to the classroom. It* has been reported that the Government will provide £2m to pay for this, but apparently it will be up to social services departments to decide whether a child is sent to a community home (with or without education), a foster home or even a bed and breakfast hotel. The culprit may be partially removed from society, but improvement looks unlikely; it should be remembered that only a few months ago the Inspectorate condemned in round terms the quality of education offered in most community homes.

Mr Whitelaw seems to have put a lot of faith in his short, sharp shock policy. It is being expanded after two very brief experiments which can hardly have offered any evidence yet. Youth custody may be a new term, but it will take place in the borstals and prisons it is said to be replacing. There will be an emphasis on the best of borstal training, which was never much of a youth opportunities programme.

Intermediate treatment still looks like one of the most constructive measures, as the White Paper says. Unfortunately, as everybody also agrees, there are not nearly enough centres, and it is devoutly hoped that pioneering voluntary organizations and local authorities will provide more of them.

Has Mr Whitelaw spoken to Mr Heseltine lately? Do local councillors know enough about the value of staff-hungry intermediate centres not to reach for the knife next time a million pound budget cut is called for? A real government commitment to intermediate treatment calls for guaranteed funding, perhaps out of the law and order budget.

Community colleges in the balance

Leicestershire's community colleges are this week in the balance (page 1). If cuts which are now being discussed go through, the county will take a giant's stride back from the bold scheme of community education which has been one of Leicestershire's major contributions to post-war education development.

Ever since Henry Morris conceived the Cambridgeshire village colleges, the potential advantages of linking adult and secondary education, physically and administratively, have been apparent. Leicestershire was one of the counties which have done most to exploit the idea, and the heads and staff of the secondary schools, which doubled as *community colleges*, have been the pioneers. But this kind of pioneering requires consistent support from the local authority. The report in *The TES* last week that eight upper school heads have decided to take early retirement is a pointer to a spreading disillusion. If today's cuts go ahead, the scheme is doomed.

It is inevitable that the local authority should give first priority to the statutory age groups. Cuts in adult education become unavoidable as the area in which cuts can be made is narrowed. But what is now threatened is public vandalism which, once done, cannot easily be undone.

Plague on both houses

Labour's education debate at Blackpool was more lively (but more wrong-headed) than Tuesday's dreary Conservative effort at Brighton, but that is not saying much. Between them the two major political parties demonstrated the bankruptcy of their ideas about education policy. Both reflected the extreme and immoderate views of their own active supporters—Labour's fanatical lers and the Conservatives' fanatical Neither had anything new to say or which might contribute significantly *making of new* policy. Both debates disagreeable degree, were marked by of generosity and idealism, and by ity to move off the narrowest party lines. If anything could make a centr seem attractive it would only be the of the faithful at Blackpool and Bri

The measure of the awfulness of the servatives can be gauged by the la by comparison with the speakers fr floor, Ministers like Mr Carlisle a Heseltine sounded like dangerous The backwoodsmen were out wit knives and their incantations. Fo nobody will take much notice of the collectively they offered an appalling tisement for grassroots Toryism, les tarian perhaps, but no more attracti the wild men of the Left.

So poor was the quality of the education debate that Mr Carlisle (who have had absolutely nothing to say Blackpool offered him a cue) secured difficulty in finding conventionally things to say about it. Nursery school meals, the Schools Council tional equipment—one by one the offered for sacrifice. None of the government rebels materialized in Mr tine's session—only a succession of for yet more cuts.

Ministers at the Department Environment appear to have been overtime, hobbling dissidents with of what the new block grant will bring Sir Godfrey Taylor, of the Associa Metropolitan Authorities, spoiled the insisting that cuts in cash mean cuts vices. The same backwoodsmen cry "cut, cut, cut" will protest village school closes. But to e consistency from this gathering flatter it outrageously.

No comment

We have the power to help you, an envelope sent by the East Electricity Board, enclosing a note the invitation from *the* head of the department at Bosworth College, shire, to take part in a Careers Co

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NEWS

Gloom over prospects for conditions talks

by Richard Garner

Talks on a new deal on hours and conditions of service for teachers resume again next week after a gap of nearly three months. There is little prospect of agreement.

Local authorities are pressing for new contracts to be agreed before negotiations on the 1981 pay claim begin next Spring but Mr Fred Jarvis, the general secretary of the National Union of Teachers, warned this week: "There is a very considerable gap between us".

The authorities' hand in pay talks next year could be strengthened by an early repeal or amendment of the Remuneration of Teachers Act. Ministers and officials from the local authority associations are discussing the changes they want to see in the Act later this month. Moves to have pay and conditions negotiated in the same forum are expected which would allow the authorities to repeat the stand they tried to take last year of "no pay before new conditions".

Next week's meeting of the working party set up by the Council of Local Education Authorities schoolteachers' committee is expected to see the teachers reject the authorities' proposals for new conditions of service and table their own instead.

The authorities wanted a 205-day working year including 10 days for in-service training, a 37½-hour week made up of 27½ hours in the classroom, a minimum of 2½ hours for marking and preparation and 7½ hours for other professional duties.

The NUT, which has an overall majority on the teachers' panel, wants to see a 190-day working year with five days set aside for in-service training, a 32½-hour week made up of 22 hours in the classroom, 5½ hours for preparation and marking and five hours on other professional duties.

The union is also pressing for teachers' lunchtime breaks to be safeguarded and an agreement that class sizes should be in line with union policy.

However, the authorities are virtually certain to reject these proposals and there is a growing feeling among teachers' leaders that the talks will flounder. The National Association of Schoolmasters/Union of Women Teachers is still boycotting the talks and there will be demands from the floor at the Assistant Masters' and Mistresses' Association annual conference later this month to pull out as well.

More senior posts for specialists agreed

Moves to combat the shortage of teachers in specialist subjects such as mathematics and physics by creating more senior posts in schools have been agreed by teachers' leaders and local education authorities.

All education authorities are being urged to reveal what steps they have taken to create more posts by the end of March.

A joint circular, signed by Mr Fred Jarvis, general secretary of the National Union of Teachers and leader of the teachers' panel on the Burnham committee, which negotiates pay, and Mr Brian Rusbridge, management secretary, will spell out both sides' concern over the problem and reveal ways in which it should be tackled.

It will remind the authorities they *are free to increase the number of* senior posts allocated to schools.

The creation of more scale three posts—with the extra salary this would give to the teachers taking them up—would encourage teachers who have specialized in shortage subjects to carry on in them. Since thousands of schools throughout the country have not even reached their maximum allocation of posts, it would be possible to create many new ones.

At a meeting of the Burnham committee, this week, the local authorities ruled out any major changes in the system because, they said, they could not afford extra cash.

However, they did agree that the circular should recommend local education authorities to hold discussions with their local teachers' representatives about implementing the Clegg report recommendation.

Right answers when chips are down

Teresa has accidentally locked herself out of her flat and left a chip pan frying away in the kitchen. Terrified of fire she stands outside, banging frantically on the door. How can she get help?

This is one of the situations tackled in a new BBC television series which begins this week. Called *Speak for yourself*, it aims to help people whose English is poor to cope with emergencies and to get what is rightfully theirs.

The series of 20 programmes, which run for 25 minutes, give guidance and information on how, for instance, to apply for benefits; cope with the police if you are taken in for questioning; ask for time off work; dial 999 in the event of a fire or accident; get on with teachers at your children's school and visit friends from a different culture.

The series has a multi-racial team of five presenters and each programme contains soap-opera style episodes, documentary films, quizzes and know-your-rights spots. There is also a large back-up service on the lines of that accompanying *On the Move* and *Parosi programmes*: a *Speak for yourself* book; a record of the title song; free leaflets for students in 13 languages, free teachers' notes, and a multi-lingual telephone counselling service.

Funding for the support and back-up service has come from, among others, the EEC Social Fund and Unesco. *Speak for yourself* starts on Friday October 17, 6.55, BBC 2, and is repeated on Tuesdays, 11.25 am on BBC 2 and Wednesdays, 3.00 pm on BBC 1.

Five girls from Newland High School, Hull, tried their hand at pavement art for a local art gallery's special event. Their art teacher, Mr Eric Klinck, said his bemused pupils became more enthusiastic as their pictures took shape. Several Hull schools took part in the event to stimulate senior pupils' interest in art in its various forms.

Probe into protest over driver's hours

by Diane Spencer

Traffic commissioners in Worcester are investigating a complaint by a mother who refuses to allow her three children to travel on a school bus when it is driven by a man who has just completed an 11-hour night shift.

Mrs Margaret Yarnold of Hampton Charles near Bromyard, is keeping her children away from school on the two days a week Mr Albert Ryder drives the bus.

Mr Ryder drives about 50 miles during the days he is on duty and he has been working for the bus company for 12 years. He works at the same factory as Mrs Yarnold's husband.

The Department of the Environment said that regulations concerning drivers' hours were made with full-time drivers in mind.

Mrs Crosbie stays sacked after council review

Mrs Eileen Crosbie, the Nottinghamshire nursery teacher who refused to teach a class she considered educationally unsafe, was dismissed this week—despite a review of her case by county councillors.

After just 50 minutes, members of the council's disciplinary subcommittee voted to urge Nottinghamshire's chief executive to press for the industrial tribunal into her dismissal to be reconvened. It was halted last month on a joint initiative from the council and the National Union of Teachers, Mrs Crosbie's union, when it was felt talks could settle the dispute. Mr [illegible] Grant, regional official of the NUT, this week attacked councillors for their "cavalier" attitude towards the case.

Students volunteer for war

by David Lister

Hundreds of Iranian students are volunteering to leave their courses of study at British colleges and enlist in Iran's armed forces in the war with Iraq.

The threat of an exodus of Iranian and Iraqi *students and the possibility* of a call-up of students in this country by the two warring states has been worrying college principals.

With full cost fees for foreign students ranging from £1,380 for a non-advanced classroom course in an FE college to £5,000 for a university course in medicine, the financial loss to institutions would be tremendous.

There are over 12,000 Iranian students here at present and about 2,400 from Iraq. About half are in FE colleges, generally on non-advanced courses. But over 1,000 of each nationality are on university postgraduate courses.

A spokesman at the Iranian embassy said that students had so far been exempted from the fighting, though he could not predict what would happen if the fighting continued. But he added: "Hundreds of students have been ringing up, saying they want to offer their services. There have been large queues outside consulates, and at least a thousand must have volunteered so far." He added that students were at present being advised not to leave their courses.

An Iraqi embassy spokesman said that there was a register of all students in Britain, but there was no intention at present to call up any. "We have quite sufficient soldiers", he said.

Subsidies for trainees planned

by Mark Jackson

A scheme for a new kind of national traineeship for school leavers is being prepared by the Manpower Services Commission. It would mean subsidizing employers to give youngsters jobs and training for a year. The proposals will be put before the Manpower Services Commissioners at their meeting at the end of this month. A reference to the scheme is already in the draft of the commission's corporate plan for next year.

National traineeship, under which all youngsters get some kind of training or full-time education, is being advocated by an increasing number of industrial, education and youth bodies, some of whom see it as a means of reforming the present industrial training system. The Further Education Unit, the independent curriculum development group attached to the Department of Education and Science, this week became the first government body to call publicly for the introduction of national traineeship.

The unit wants a scheme which will cover not only young workers, but those in full time education, with an overall *unified curriculum* policy for the whole age group.

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Platform

Yesterday's student rebels have become today's political cynics. Harry Rée thinks it is time they participated

The lost generation?

The theme of Julien Benda's essay, *The Treason of the Clerks*, was that the great creative thinkers of the past, the Montaignes, the Goethes, the Roger Bacons had never stooped to political, nationalistic or racial campaigning. But that later and lesser "clerks", such as Barres, Treitschke, Kipling had so stopped and betrayed their calling. Taking an unashamedly moral stance, Benda reviled them and their kind. My theme is different, and although just as serious, my essay is an attempt to recall, not to condemn.

My targets are those who were ordinary students in Britain 10 or 15 years ago, and among them, those who were genuinely stirred by the movements of the later 1960s, in particular by "May '68", and were permanently marked by them. And if I make my points critically I make them with sympathy, for I was never far away from the protagonists. In fact, I suppose I saw it coming in the later 1950s though I had no idea what it would lead to. I was a headmaster at the time; at the end of a summer term a boy in the first year sixth, who had been recommended by the staff committee to be made a prefect, came to see me. He said he did not want to accept the privilege.

I remember listening to his reasons with attention, curiosity, and, I admit, some surprise. He told me that he did not approve of authority in any form, and that the last thing he wanted to do was to give orders and to control younger boys in the school. They should be expected to discipline themselves, and if anyone was to exert authority over them, it should be the masters, who were natural policemen, but not boys like him.

In the years immediately following, the campaign to abolish school prefects took root and was often successful. I came round to favour it myself and I composed a paper called *The Death of Dad*. "Changing Attitudes to Authority" became a favourite theme at educational conferences. A few years later Flower Power reached Europe from across the Atlantic, and the drug squads moved in on the campuses, or tried to move in, prevented by a new phenomenon, the militant students.

"Slouching towards Bethlehem" via Berkeley (California), marching and sloganizing through the streets of the *Rive Gauche*, assembling and confronting the police in Grosvenor Square, many students at the time felt then, for some brief happy moments, not that The End, but that The Beginning, A New World, was at hand. "Great was it in that dawn to be alive, and to be young. . . ."

There were political excursions. De Gaulle, the police, vice-chancellors were challenged. But it was a revolt, not a revolution. Reforms resulted, but not a Reformation. Some long overdue changes, both social and educational, were brought in to universities and colleges. Student union activists practised politics. Others withdrew from their respectable digs or halls of residence and moved into collective flats or houses where they set up communes. They experimented. They passed joints around, burned joss sticks, ate brown rice, helped each other generously, sought explanations, and hated the "One Dimensional Society." Some took and a few sold "tabs" of LSD.

It was a classless student society that they had created, for they had been born and brought up in families which stretched along the whole social spectrum of post-war Britain. But it was a minority society; their contemporaries who were untouched by higher education, and were already in jobs, or being trained for them, remained impervious and outside. The students, however, refused to consider traditional graduate careers; they refused to consider jobs where, as they got older, they would be expected to assume increasing responsibility.

Although in favour of social reform, they just could not see themselves supporting, from positions of power, institutions or a system which they had learned to despise. So they joined ephemeral street theatre groups, started short-lived Free Schools, moved into rural communes where they tried to feed themselves from their own produce.

Many hung around their university towns long after they had dropped out of their courses or got their degrees; for often they were clever in the accepted university sense. Some even were admitted to higher degree courses, but there was a tendency for these not to finish their theses. They lived mostly on the dole or on daddy. Occasionally they would trek eastwards in an old minibus.

Eventually the stronger willed girls broke away; they formed women's groups, loosely allied themselves with the Women's Movement, which developed into what is probably the healthiest and most creative outcome of the sixties. Women's liberation, of course, began long before. By the 1940s it had produced notable feminist fighters, and not a few who, beating men at their own game, and not afraid of responsibility, became powerful civil servants and influential heads of schools. But for this new generation of feminists, *Res Publica*, the public thing, was not for them.

Both the men and the women retained their aversion to hierarchical institutions, avoided responsibility that was not collective, refused to envisage any imposed permanence either in their groups, or in their relationships with one another. There are no statistics to show an increase in "breakups", other than the increases in divorces, but single parent families have become a common and accepted feature of society.

"You can get high on a mantra", says Max in Joan Didion's *Slouching towards Bethlehem*, "but I'm holy on acid". And she goes straight on from there, in her own italics:

> "Anybody who thinks this is all about drugs has his head in a bag. It's a social movement, quintessentially romantic, the kind that recurs in times of real social crisis. The themes are always the same. A return to innocence. . . . The mysteries of the blood. An itch for the transcendental, for purification. Right there, you have got the ways romanticism historically ends up in trouble, lends itself to totalitarianism."

So we are forced back not to quoting Yeats but to J. L. Talmon's *Origins of Totalitarian Democracy*, where he writes of the Curse of Salvationist Creeds: "To be born out of the noblest impulses of Man, and to degenerate into the weapons of Tyranny."

Now, in the 1980s we are not yet there. But the refusal of a sizable number of students of The Sixties (who were often the most sensitive, most intelligent and morally incorruptible of their generation), to sully their consciences by compromising with power, has degenerated into a kind of self-indulgent insistence on themselves remaining pure, at the cost of a probable takeover by a far less scrupulous gang from the Far Right.

"*Ohne mich!*", once the theme of post-war radical students in Germany, became their response to any call to participation in established forms of government. So the only people left to oppose reaction are the dated dinosaurs from an older generation, or the political pygmies from the Far Left. The latter, it has been suggested, are by no means dismayed by the prospect of never achieving power except by violence, and until that day dawns they are content to remain the pure and impotent, the permanent "Conscience of the Nation".

The trouble comes from the word "compromise". Like "quite", it has two opposite meanings. The refusal to compromise often wins as much applause, more, possibly, as the ability to compromise. At this moment in history, and in the past 10 years, the refusal by those ex-students to compromise with an admittedly tainted institution has meant a refusal to work with or for a potentially powerful political party which, even if it is tainted, might still stand in the way of the "totalitarian democracy" which threatens us.

Instead they have concentrated on seeking and sometimes finding ideal personal relationships, and jobs unconnected with government or industry while those with a rather stronger social conscience have given their energies to supporting specific protest movements or pressure groups. But what lies the other side of these fragments? Many of the best who have begun to compromise have gone into some form of education: teaching handicapped children, immigrants, and readers, working in F or HE, or simply "counselling".

They often do these things well, but all too often they have avoided the big new secondary schools, which are full of traps for those who wish to keep their conscience pure. And if they do join the staff of a comprehensive school, the idea of going for a headship, or even of running a department, is anathema. They are often very successful teachers but they simply can't imagine themselves, like my putative prefect in the 1950s, doing the kind of thing they'd have to do in a position of responsibility in a school.

There are signs, in schools at least, that things are changing. As the old guard move on, teachers who have learned how to work in a comprehensive school are beginning to move, with some misgivings, into "the hierarchy". And perhaps there's a shift too in their attitude to politics and government. Pressed by present policies, and by the threat of a reactionary future, they are beginning to move out of the hygienic asylums into the real and wicked world which so badly needs their support and their vision.

But they must hurry. If things go on, to move hopefully, they may have to do some wrong things for the right reason—and this is not treason.

Harry Rée was formerly professor of education at York University and has recently retired from teaching at Woodberry Down comprehensive school.

Paris, 1968: demonstrators cloak the republic statue in protest during one of the huge marches in support of students.

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NEWS

Conservative Party conference at Brighton

We'll defend 'parents' right to pay' says Carlisle

by Biddy Passmore

Conservatives would defend the right of parents to pay for their child's education if that was their choice, Mr Mark Carlisle, the education secretary, said at the end of the education debate on Tuesday afternoon.

Mr Carlisle denounced Labour's policy on independent schools as "an assault on individual freedom" and "a significant step towards a totalitarian state". "It is surely a fundamental issue of principle that the education of our children should not become a state monopoly", he said.

Mr Mark Carlisle said that Mr Neil Kinnock, Labour's education spokesman wanted an 11th Commandment—"Thou shalt not be able to provide for thine own children in a socialist state". The Conservatives wanted to build where Labour merely wished to destroy.

"Our desire is to see the maintenance of a flourishing independent sector of education alongside a flourishing state sector of education", he said.

Mr Carlisle also accused Labour of trying to control the curriculum. Quoting a speaker at last week's Labour Party conference who had called for "the renaissance of an education curriculum based on socialist ethics", Mr Carlisle claimed: "Now we know what they are about: control the schools, control the curriculum and then control their minds."

On education spending, he said money was and must remain limited. But he attacked "the scare stories peddled by Labour politicians".

"For heaven's sake let us keep a sense of proportion", he told delegates. "We are planning to spend slightly more this year on each child's education than the Labour government did two years ago."

Mr Carlisle seemed unrepentent about remarks he had made earlier this year that parents should be encouraged to make voluntary contributions towards items like school books. The sums in question were only "a little over the price of a pint of beer or a little under the price of a packet of cigarettes", he said.

Mr Mark Carlisle in reflective mood.

The Education Secretary was winding up an education debate which was the most reactionary seen at the Conservative party conference in recent years. On a motion which stressed the need to raise standards in the 3Rs and in teacher training colleges and "not to spend money on services for which parents should be responsible", speaker after speaker praised discipline and good housekeeping and condemned mixed ability teaching and waste.

Far from lamenting the cuts, as ministers had feared, many delegates were anxious to suggest further areas for pruning. Only one speaker opposed the motion. The reason was unclear.

The liveliest moment came when 16-year-old Michael Powell told ministers squarely that they must restore the faith and confidence of black youth.

"Black children are feeling the effects of low quality education and unemployment more than their white counterparts", he said.

Black children were underachieving because of their "lack of extensive vocabulary and word power", he said.

If there was an emphasis on countering language difficulties, he argued, then all children would stand an equal chance.

Miss Elizabeth Schaefer, of the University College of North Wales at Bangor, said nursery education could be cut completely. "It's disgraceful that a mother can't spare time to look after her own children", she declared to loud applause.

Mr Peter Davies, from Goole constituency, said the Schools Council should have been the first victim of the Minister's axe and suggested that the purchasing of expensive equipment could easily be curtailed.

Moving an amendment which called for money not to be spent on "perpetuating unnecessary and costly administrative structures", Mr Michael Stern from Derby South attacked the Burnham Committee for setting "patterns of pay and differentials which pander to the lowest common denominator".

"If we cannot make it more efficient and cost conscious," he said to loud applause, "let us abolish it and let l.e.a.s get the teachers they want at the price they are prepared to pay".

A number of delegates expressed support for streaming and setting in schools but only one—Mr Albert Adams of Brighton Kemptown—suggested a return to grammar schools.

Heseltine backs rate reform but warns of cost

Sarah Bayliss

Michael Heseltine, Environment
retary, supported calls for the
lition of the country's rating sys-
and for more private enterprise
local government, but said con-
of public spending was the first
rity. He used his opportunity
Brighton to say the Government
ld "assume single figure wage
lements" in the next public
pay round.

r F. Espley, a councillor from
caster, in "the Socialist Repub-
of South Yorkshire", moved a
ion to abolish rates and re-
ded Mr Heseltine of the party's
tion commitment in 1974 to get
of rates "within the lifetime of
parliament".

He said domestic rates were a "vicious" and "crippling" tax which required a widow living alone to pay the same as a family in a similar house with four or five wage earners. A local citizens' tax was the fairest alternative.

Sir Godfrey Taylor, former leader of the Association of Metropolitan Authorities and leader of Sutton borough council, defended the spending record of local government compared with that of Whitehall. Members of the Conservative Party who condemned local authority costs must also decide what levels of service they were prepared to accept.

Sir Horace Cutler, Tory leader of the GLC, told local authorities to cut, cut and cut again, otherwise they faced economic disaster. "Don't give me the sob story about how your services have been cut to the bone. How many of you are employing more people than two years ago?" he asked.

Mr Heseltine, stressing the need to cut public spending, said he deeply regretted the "indiscriminate" penalty imposed on local councils by the withholding of £200m in grants.

While re-affirming the party's long term ambition for rates reform, he warned that abolition could mean a big shift of power towards central government. It could put six pence on income tax or 6 per cent on VAT; to preserve the independence of local government much of that money would have to be raised locally.

ecturers plan trike

than 350 lecturers at North
ordshire Polytechnic will
next Thursday against plans
Staffordshire County Council to
its education budget by £10m
axe some lecturing jobs.
r Peter Dawson, NATFHE
eral secretary, said this week:
council's proposals to breach
national redundancy procedures
ement and get rid of staff com-
ly by March next year, and
appalling procedures planned
ect people for redundancy are
ly unacceptable. We are seek-
n urgent meeting with leaders
e council to discuss the situa-

Priority area pay battle ends

A five-year battle to win social priority area payments for teachers in Gwynedd schools came to an end this week.

A meeting of the Burnham Committee, which has power to designate schools for the payments, decided that five schools should receive them immediately. It means that teachers will receive an extra £201 a year which goes up to £276 when they have been working in the schools for five years.

The row started when Gwynedd—after initially suggesting that all schools should receive the payments—decided it would not nominate any after realizing it would have to foot the bill.

Mr Ioan Bowen Rees, the county council's chief executive, said it would cost £15,000 a year to make the payments to the five schools. "The money will have to come from elsewhere in the education budget and we're already facing serious cuts. I would have thought every councillor, every parent and the majority of teachers would have wanted this money spent on more books and facilities at every school."

Mr Fred Jarvis, general secretary of the National Union of Teachers, said: "Although the number of schools designated is not as high as we would have liked, this is still a major breakthrough."

Falling rolls 'could save money on home building'

Falling school rolls could save local authorities more than £1,000 on every new home they build, according to a group of university researchers.

The researchers, from the department of architecture, planning and urban studies at Aston University, Birmingham, have been given £3,000 from the Nuffield Foundation to look into how falling school rolls and empty buildings could benefit the community.

Dr Barry Simpson, leader of the research project, said: "Schools seem to be the one cost that has been forgotten when local authorities plan a new housing development. The savings will be great if there is access to a school with spare capacity in any new development." Each home built near an existing school with an empty place could save an authority as much as £1,200.

The object of the research is twofold: it will help authorities to decide where to plan new developments, and to decide which schools should be saved from closure.

The researchers say: "Some towns have an abundance of spare capacity due to out migration or declining birth rate. The project would examine running and maintenance costs according to size and age of school and would help in determining which school to use as well as which site to develop for housing."

It was possible, said Dr Simpson, to draw up a list of about half a dozen different designs of schools and therefore determine their maintenance costs. The project would show which schools could be saved from closure and which parts of schools should be kept open where demand for places had fallen.

The research is being based on information from Birmingham, Dudley and Bristol—but the team may take in London and parts of Lancashire as well.

According to the Department of Education, there will be a surplus of 3,100,000 school places (two million primary and 1,100,000 secondary) by 1986. If all the temporary or sub-standard places were taken out of use, there would still be a surplus of 1,600,000.

Figures also show that there are many sites available for development in Britain's biggest cities—3 per cent of the land in Birmingham (823 sites), 7.7 per cent in Glasgow, 5.59 per cent in Liverpool and 4.89 per cent in London. The percentages in inner city areas—where the number of vacant school places is correspondingly higher is even greater.

The researchers conclude: "A common cause of there being spare capacity in schools is that they have outlived the housing which they once served, the sites of which are now lying vacant."

Dr Simpson said that—although the Department of the Environment was revising the housing cost yardstick for local authorities—there was still no mention of the cost of adequate nearby schooling. "What we shall be saying is local authorities should look carefully where they have got spare capacity", he said. "Obviously there are some areas—like an old gas works in Saltley, Birmingham, and chemical sites in Dudley—where there cannot be housing developments but our research should show them how to plan for the future."

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Case for freeze on higher education spending weakened by new figures

by Bob Doe

The fall in the proportion of school leavers going on to higher education continued last year. But Department of Education and Science figures released this week show that this was largely due to cutbacks in teacher training—which calls into question education ministers' justification of the freeze on university spending.

In January, Mr Mark Carlisle, Education Secretary, answered criticisms that the Government's level funding policy meant fewer opportunities in higher education by pointing to the apparent decline in take-up of higher education of the previous six years from 14 per cent to 12 per cent of the qualified age group.

But a statistical bulletin released by the DES this week shows that when entrants to teacher training with less than two A levels are excluded the proportion of 18-year-olds going into higher education has been the same since 1971.

As the size of that age group is increasing, the numbers going to advanced courses in higher education increased last year from 103,000 to 106,000. The numbers could be expected to increase for the next few years but it is not yet clear how far they will be restricted by the Government's pegging of university funds, effectively freezing the number of places funded to this year's figure.

● The number of women graduates continued to increase last year, according to a report from the universities' paymaster, the University Grants Committee.

The report, *First Destinations of University Graduates*, shows that 38 per cent of the 65,000 graduates last year were women compared to 1974 when 33.7 per cent were women.

Graduate numbers increased by about 4 per cent over the previous year. Medicine, chemical engineering, mechanical engineering, agriculture and business management were among the growth subjects.

Time runs out for advice centre

The Centre for Information and Advice on Educational Disadvantages has just three weeks left to find life-saving funds before most of its staff leave for good.

The Association of Metropolitan Authorities, which has campaigned to save the axed quango, announced this week that its members could not keep the CED alive on their own.

More than a dozen towns and cities had pledged £100,000 for the next year; Walsall was the most generous with a firm offer of £25,000.

But at a meeting with the centre's governors, the AMA decided it could not assume the sole financial burden. The CED cost the Government £250,000 to run in the past year.

In a statement, Mrs Nicky Harrison, chairman of the AMA's education committee, expressed disappointment that the county councils have not offered cash help.

"AMA member authorities much regret that they cannot alone assume the burden, especially bearing in mind the financial constraint and penalties which the Government has imposed on urban authorities." Mr Bill Boaden, secretary of the CED, said charitable trusts, foundations and "anybody else" who had shown an interest would be approached for cash in the next few weeks. The Department of Education and Science would also be asked to confirm money for specific projects which it had shown interest in.

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Traditional meals 'never met standards'

by Diane Spencer

There is no evidence to show that British school children are suffering from malnutrition or any other dietary problems, a leading nutritionist told a conference held in London last weekend.

But Professor Arnold Bender, head of the food science and nutrition department of Queen Elizabeth College, London, warned that we must be eternally vigilant because there was always some section of the population at risk.

He said it was wrong to look back with nostalgia to the good old days of the traditional school meal with its nutritional standard laid down by the Department of Education. Surveys in four local education authorities carried out during the past five years showed that these standards never had been reached anyway.

In Essex and Brent only a half to two-thirds of the target was ever achieved. In carrying out these two surveys, Professor Bender had found that preparation and cooking methods destroyed most of the nutritional value of food. Nearly all the vitamin C was lost from potatoes as they were peeled and stored overnight in cold water; mince was boiled and the stock discarded, and younger children were given such small portions that the target of 880 calories was not met.

It was also quite untrue to claim that the old school meals did any good at all to educate children in good eating habits or to introduce them to different kinds of food. Puddings were often overloaded with sugar, for example, he said.

A survey carried out last term by his department showed that children were choosing sensibly in school cafeterias. Only 0.26 per cent chose a sweet on its own, and 2 per cent had just chips. Eighty-nine per cent selected two or three courses. "They are not all that stupid," he commented.

The main problem was the amount of money spent on fizzy lemonade. As much as 30 per cent of the total amount spent on a meal was wasted on useless drinks.

The survey also revealed that for 99.5 per cent of children, chips was their favourite food.

● The Child Poverty Action Group this week disputed Professor Bender's assertions about malnutrition. Ms Jan McClelland, a CPAG official, said there was evidence of an increase in rickets in school children.

Call for teachers' special rights

Mr James Prior, the Employment Secretary, is being urged to give special rights to teachers in the new closed shop code of practice now being prepared by the Government.

The Managerial, Professional and Staff Liaison Group, which claims to represent half a million professional people, has urged him to include a four-point plan which would include both unions and employers recognizing that teachers and lecturers may feel membership of a trade union is "incompatible" with their job.

Mr Wilfred Asphall, the group's treasurer, said: "Educational freedom of the teaching profession should be likened to that of the freedom of the press. It is crucial that all forms of communication, especially to young persons, is free from undue pressure."

Authors provide a key to curriculum understanding

The whole school curriculum summed up on one piece of paper is the promise of a curriculum analysis tool developed in Sheffield.

A system of shorthand curriculum notation tried out in the city's schools was made available more widely this week with the publication of a practical handbook, *Tooling up for curriculum review*.

The authors are Sheffield advisers Mr Brian Wilcox and Mr Peter Eustace. They claim their system enables schools to give a succinct picture of the whole curriculum to anyone with an interest in it, though a certain amount of the "language" needs to be mastered.

With the present interest in accountability, they say, it is increasingly necessary to be able to tell parents, governors and the local authority exactly what the school is doing.

It was important also that every specialist teacher had a "curriculum map" like this showing exactly where their contribution fitted in. Otherwise the danger was that only the head or staff responsible for the timetable understood the whole curriculum.

A system of code letters, lines and boxes records the numbers of periods of different subjects each form has, each week; core subjects and options; whether groups are banded, setted, streamed, mixed ability or taught as a form; the use of link courses and the ways teachers are used.

It is a development of the technique devised by HM Inspectorate's committee for organisation, stuffing and management in secondary schools (COSMOS) in the sixties.

If the curriculum is "the secret garden", the authors say their technique provides a plan of the main pathways and flower beds in it.

But it goes further than that. It is more than a map of the main features of the curriculum because it enables schools and local authorities to analyse certain aspects of the curriculum numerically and to compare form with form, year group with year group and school with school.

The technique can be used to arrive at an index of the extent to which pupils are differentiated by ability or to provide averages showing the emphasis given to different subjects or "areas of experience" in the curriculum.

This will help local authorities to understand and collate information about the curriculum and forms of organization in their schools as they have been asked to by the Government. At the same time it did not place too much of a burden on the schools providing this information.

Wilcox and Eustace say the technique enables schools and authorities to highlight the balance of the curriculum and the extent of "the common core curriculum".

The curriculum notation system does not answer all the questions likely to be thrown up by a review of the curriculum, however.

"We like to think of it as a key which opens up the possibility of review by revealing some basic structures", the authors say.

They caution that it only provided general statements of a school's intentions, not what actually happened in the classroom; the subjects to be taught, not what was taught in those subjects; whether it was done in single subjects or was integrated but not whether that integration was a mish-mash.

Tooling up for curriculum review by Brian Wilcox and Peter Eustace, NFER price £8.50.

Practical language study urged

Schools do not provide the foreign language skills needed in industry and commerce, according to the latest journal of the Modern Languages Association.

Mrs Cynthia Morris, a lecturer in French at Leeds Polytechnic, says language teachers should take more account of the world of work.

After surveying 720 jobs in which a knowledge of languages was specified, Mrs Morris says many more pupils would benefit from studying languages in the sixth form, besides those who specialise in the arts.

Only a small proportion (32) of the jobs were translating. Over half were secretarial jobs, though a good number were technical, scientific, managerial or sales jobs.

French and/or German were the languages most often called for, or, as one employer specified, "Grench".

But while the demand for linguistic skills is increasing, says Mrs Morris, the numbers taking A levels is on the decline. While A levels in all subjects increased by a third over the past ten years, those in French declined by 2 per cent.

Mrs Morris blames the irrelevance of the present language A levels and says teachers and exam boards should concentrate more on everyday communication in a foreign language.

"The present A level foreign language syllabuses with the traditional language and literature mix are failing to attract many students who are likely to find a continued study of languages beneficial."

Modern Languages, Vol LXI No 3 1980, £2.

Children may die, says charity

One of Britain's leading charities has warned that children could die if it failed to boost its sagging finances.

The National Society for the Prevention of Cruelty to Children said this week that it was facing the biggest crisis in its 97-year history. Launching a national appeal to raise £1m, NSPCC director Dr Alan Gilmour said: "Unless considerable new income can be raised, many children will suffer unnecessarily and some will almost certainly die."

If every adult contributed just 10p, the society's immediate problems would be solved, he said. The NSPCC is short of £1m to meet its anticipated £7m for the current financial year.

Dr Gilmour warned that unless the extra money could be raised, cutbacks in already inadequate services would have to be made. "I fear that the outlook for hundreds of abused and neglected children is extremely bleak," he said.

The NSPCC has helped more than 8½ million children since it was founded, and last year, 53,000 children were involved in the casework.

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All-in pressure group stronger

Moves to disband the pressure group PRISE—the Programme for Reform in Secondary Education—were dropped during its annual conference last week. The executive committee announced that a substantial increase in membership during 1980 had changed its view.

Islington Green head and PRISE committee member Miss Margaret Maden said, "the comprehensive system is in greater danger than ever before and PRISE clearly has a key role to play not just in defending comprehensives but in enhancing them too. Our membership has grown because more teachers and parents feel the need to be part of a group that is standing up for comprehensives."

PRISE will be more broadly based with several new regional groups. A series of weekend conferences and short-term working parties are being planned for 1981 to develop a set of policy statements as "a visible weapon to protect comprehensive schooling". One working group is likely to concern community use of private school accommodation and resources.

Three-week detention sentences mooted in White Paper

Shorter 'sharp shocks' planned

by Diane Spencer

Stringent new measures including shorter "sharp shocks" and an increase in the power of magistrates to imprison young delinquents are contained in the Government's White Paper on young offenders published last week.

Magistrates will be able to sentence young male offenders to a "short, sharp shock" in a detention centre for three weeks instead of the present three months minimum, with a new maximum limit of four months instead of six. There are no detention centres for young women and none is planned.

The courts also will be given the power under a new residential care order to remove juveniles from their home for up to six months if they carry on offending. A new sentence of youth custody will replace borstal and imprisonment for all those under 21 given custodial sentences of more than four months. A training regime is guaranteed for offenders given short to medium term sentences of up to 18 months.

The Government hopes to encourage greater use of non-custodial measures by giving the courts a new supervision order to be called a supervised activities or intermediate treatment order and by extending community service orders to 16-year-olds.

Powers of the courts to make parents pay their children's fines will also be strengthened.

So that magistrates will have greater flexibility in sentencing young offenders, section 3 of the 1961 Criminal Justice Act, and section 7 of the 1969 Children and Young Persons Act will be repealed. Magistrates have been unhappy about the restrictions imposed upon them by the Criminal Justice Act, and they were critical of the philosophy behind the Children and Young Persons Act which had envisaged the phasing out of detention centres and borstals for young people.

However, the Government emphasizes in the White Paper that an offender should be given a custodial or residential sentence only if he is a real danger to society or if he has failed to respond to other kinds of sanctions such as intermediate treatment.

The Government puts great faith in attendance centre orders as the most useful non-custodial penalty. These centres have expanded in the past 18 months from 71 to 99 for the junior age group, 10 to 16, and plans are in hand to expand the number of senior centres.

The White Paper warns that it would be misleading to give the impression that legislative changes could be the complete answer or even the most important part of it in dealing with delinquency. "The response to these problems must lie initially with the family, helped as necessary by community support networks, voluntary organizations and the education system. Parents must be made more aware of their responsibility for their children's behaviour."

The National Association for the Care and Resettlement of Offenders has criticized the proposals as "a leap backwards". They largely replace one set of custodial sentences with another.

The Howard League for Penal Reform called the paper a "blueprint for disaster". It would lead to yet further increases in the number of young offenders in the prison system. It took no account of the appalling level of reconviction: only 16 per cent of boys released from borstal stayed out of trouble for the next two years.

Young Offenders, HMSO £1.70.

Call to reform Oxford admissions

Far-reaching changes in the way Oxford University selects its students are proposed in a working party report being considered by the colleges.

All open scholarships should be abolished and the entrance examination reduced to one paper, the working party says. It was chaired by Mr Oliver Taplin, chairman of the university's management committee on admissions. It also recommends that colleges should be permitted to accept an unlimited number of candidates on the basis of A level results and interviews alone—the method used by other universities.

Both Oxford and Cambridge universities recently have become sensitive to criticism that the way they select most of their candidates—the special entrance examination—favours pupils from independent schools. Last week Sir Peter Swinnerton-Dyer, vice-chancellor of Cambridge University, called for a reform of admissions procedure. The schools system was changing and the university must change with it, he said.

Personal column

Mary Warnock

Back to the thirties

If women in the future have fewer children and have them later in life; and if they also retire earlier, and earlier to make way for younger people, an increasing number of grandmothers may have retired by the time their grandchildren are born. Could this lead to a society in which it is assumed that the grandmother will help the mother look after her late born child? For many women this would both enable them more easily to work in their thirties, and also give them a different kind of taken-for-granted work in their fifties and sixties . . . a tidy, and often perhaps an agreeable solution.

I am led to reflect on this possibility by a new book by Lesley Garner called *How to Survive as a Working Mother*. I have not, I am afraid, seen the book myself, but it was discussed a week or so ago in the Sunday papers, and I found myself groaning for the hundredth time over the embarrassing self-deprecating, yet infinitely self-congratulatory, tone of such discussions. Indeed "discussion" is the wrong word. All too easily conversations, or books for that matter, turn into rehearsals of the ingenuity, energy, quaintness, wry humour, and other qualities exercised by oneself (or perhaps others equally energetic, wry, quaint and so on) in learning, as they say, to "cope". I know that I have been guilty of this kind of thing myself, in the past. It is almost impossible to avoid boasting about how one never cleans the house (there needs to be a word for the opposite of "house-proud". It certainly isn't "house-ashamed"), never allows one's children to be ill, never goes to a doctor oneself, feeds everyone on tinned peaches and instant whip (but of course occasionally on smart things like avocados and crème brulée) and does the ironing while reading one's brief, or correcting homework or preparing a lecture for tomorrow.

There are obviously vast problems for anyone trying to combine two lives. But I am not certain that the kind of smiling heroics we all tend towards helps to solve problems. If anything, it perpetuates the habit of pretending that mothers who work can really do all the things done by mothers who do not. The myth of the mother always able to cook cakes for the junior school party, always at home if there is an unexpected school holiday, standing ready to fetch her child back from school if he has a headache . . . this myth dies hard, and teachers especially (and very understandably) are anxious to keep it going, to the extent of making the working mother feel the most terrible guilt, if she cannot come up to the standard expected. If the myth is to die, then there must be an end of the jokiness, and everyone must come to take it for granted that there is going to be a wide variety of arrangements for children, not all of which will conform to the cornflakes-packet image of the cheerful united family. Of course, teachers recognize this now; but they tend to deprecate it in the case of others if not of themselves.

The gloomy truth is that things will never be much better for working mothers until we can eliminate the widespread belief that they *ought not* to work. It is because so many people deeply believe this, even if they have not quite the face to articulate their belief, that no government will get far in legislation to lower the compulsory school age, or, more usefully, to provide earmarked funds to local authorities for the establishment of nursery schools. Far more important than shortage of cash, there is a shortage of will in this area. And it is not only men who are to blame. There are of course horror stories enough about baby-minders.

I believe that it is of the utmost importance, not only for the sake of young women, who should be able to work if they have the desire, the qualifications and the essential energy to do so (and who are we to suggest that these advantages can with impunity be wasted?), but still more for the sake of children themselves, that there should be nursery schools, proper crêches, and people prepared to perform both regular and emergency services, for families whose mothers are at work. But this will never come about without the vision and imagination which will change people's minds, and make them, once and for all, abandon the idea that a working mother is a freak, or an object of pity, or, worst of all, a selfish and careless non-feminine woman.

The hopeful thing to remember is that fashions change, though slowly. I started to work in 1949, the first married Fellow of my college (or rather the first Fellow married and with a still extant husband). The birth of my first child, the next year, was greeted with embarrassed archness. By some amazing accident, which turned out well, the child was called Kitty, so my colleagues could ask after her, as they conscientiously did, while making it sound as if they were talking about a cat. Next year I had another child and, pushing my luck, called him Felix . . . but such good fortune could not be expected to go on. However, by the time my third child was born, even if animal inspiration had run out, times had changed, there were others in my predicament, and Fellows' children had become an acceptable topic of conversation, whatever their names. But I retain my own prejudices. I hate the habit, imported from America, of referring to women in professional literature by their surnames alone. I am not *Warnock*, whatever anyone may say. And when the other day, in this very paper, while describing (wrongly) what "Warnock" thought, the writer went on to speculate about what *he* (Warnock) could have meant, my rage knew no bounds. One day perhaps things will radically change: mothers may work with impunity, and women may be referred to as "he" as well as "she". But, alas, that day has not yet come.

Union criticizes and applauds decisions on Ealing religious schools

by Bert Lodge

The Ealing branch of the National Union of Teachers has accused the borough's education committee of discriminating unfairly against the Sikh community. At the same time it has expressed approval of the committee's decision last month not to sell a school to the Sikhs for conversion into a voluntary-aided Sikh establishment.

Less than a fortnight later Mr Mark Carlisle, Education Secretary, gave the go-ahead for long-standing arrangements to convert another high school into a Church of England school after Ealing had agreed to sell it to the London Diocesan board of education.

"Failure to follow the precedent in the case of the Sikh proposal creates the inescapable impression of unfair discrimination in favour of the Church of England," the union statement says. On the other hand, "to have followed the precedent would have led to the even greater evil of complete segregation in our schools."

The association is opposed to any extension of voluntary-aided education because it means segregation of children on a religious, and thus largely ethnic, basis.

The new C of E school, formerly Twyford High School, will open next September, probably with a six-form entry.

● Mr Harry Greenway, Conservative MP for Ealing North, called last week for an example to be made of one or two local authorities. "They should be taken to court for failing to provide religious education in their schools as they are required by the law of the land.

"Make no mistake about it", he said. Parents—over 80 per cent of them—want religious education, including proper assemblies.

Jazzman Ronnie at schools prom

Jazz musician Ronnie Scott, harpsichordist Christopher Hogwood and winner of the BBC young musician of the year competition, Nicholas Daniel, will be this year's guests at the Schools Prom held next month at the Albert Hall.

As a special "preview", excerpts from *last* year's concerts will be broadcast on BBC2 on Monday, October 20; Tuesday, October 21; Thursday, October 23 and Friday, October 24.

Schools' policy fails Welsh

Commitment of some local authorities to teaching Welsh is being let down by the policies of schools, says a document from HM Inspectorate in Wales.

In *Implementation of policies on the teaching and use of Welsh* the inspectors say that in some schools the aim of the local authority is pursued with vigour to ensure high levels of attainment. "In other areas, however, there is room for improvement to ensure that practice in the field matches the authorities' aims."

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The assisted places scheme will take 5,600 pupils. **Biddy Passmore** reports

Sixth form 'creaming effect' expected

Nearly a sixth of the private school places to be offered next September under the Government's assisted places scheme should be for pupils going straight into the sixth form. Of the 5,500 total in England, 900 are planned as sixth form places, with the remaining pupils entering schools at 11 and 13.

However, it seems unlikely that such a high proportion will be taken up. According to the draft regulations on the scheme—still to be approved by Parliament—sixth form places can only be filled by the schools if the local authority agrees to a transfer from its own schools. Labour-controlled councils have said they will refuse. This could mean that in areas like inner London and some parts of Manchester, where there is a high concentration of assisted place schools, pupils will only be able to enter at 11 or 13.

Labour councillors and many local authority officials are concerned at the "creaming effect" the scheme will have on the sixth forms of local comprehensives.

The list of schools selected for the scheme, which will cost £3m in the first year, was published by the Government on Monday. There are 218 schools in England and nine in Wales, offering a total of 5,652 places, 2,437 for boys, 2,238 for girls and 977 in mixed schools.

Most of the successful applicants are ex-direct grant schools, of which two-thirds opted to join the maintained sector when the last Labour Government withdrew their special status in 1976.

The list also includes a number of well-known public schools such as Winchester, Marlborough, Shrewsbury and St Paul's (both the girls' and boys' schools). In the case of boarding schools, the Government will give assistance with tuition fees but the boarding element will have to be met either by the school or the pupil. In practice most of the schools have already agreed to offer boarding scholarships.

Contrary to expectations, the Government has not placed an upper limit on the fees with which it is prepared to offer assistance.

Under the scheme the Government will pay full fees of a pupil whose family earns less than about £4,766. A family earning about £9,000 a year with two assisted place holders would have to contribute £630 per child. Assistance would generally end at an income of £11,000.

For the less well-off, assistance may also be given towards the cost of meals, uniforms and travel.

Selection will be left entirely to the schools. In most cases, applicants will have to take some kind of test or examination.

However, there are signs that the Government has attempted to counter the heavy concentration of schools in some prosperous areas like the South East by giving a higher proportion of places to these in inner city and deprived areas.

There were 73 English schools rejected either because they did not come up to scratch academically or because the number of places offered was considered too small. The Government said on Monday that the list might be extended if any of the schools in the latter category—said to include Eton—wished to increase their offer.

Mr Neil Kinnock, opposition spokesman on education said: "The list isn't much of a catch for the Government from their original net, which covered over 1,100 schools." A large number of private schools had simply been unable to meet the standards required, he said. "The concentration of places offered ensures the weakening of comprehensive schooling—especially at sixth form level—in those areas", he continued.

A leaflet describing the scheme is available free from Room 3/65 at the Department of Education and Science, Elizabeth House, York Road, London SE1 7PH.

Union fears that state sector curriculum will suffer

by Richard Garner

Teachers' unions attacked the Government's announcement this week, claiming that it was tantamount to a vote of "no confidence" by Mr Carlisle in the maintained sector and expressing fears that it could impede the curriculum offered in state school sixth-forms.

Mr Fred Jarvis, general secretary of the National Union of Teachers, said: "Even though the number of places to be provided and the number of schools which asked to be involved are smaller than some had expected—and 70 of them were considered by the DES to be unsuitable—this does nothing to alter the basic wrong-headedness of the whole idea."

Mr Donald Frith, general secretary of the Secondary Heads Association, said: "We regret the Government's decision. The only middle position we're prepared to adopt is there might be circumstances where a particular child cannot find his or her particular talents satisfied by the local maintained schools, i e, handicapped children or ballet students."

Mr Nigel de Gruchy, assistant secretary of the National Association of Schoolmasters/Union of Women Teachers, said; "Sixth-form provision is going to be under severe pressure in the schools and this will make it worse."

The Assistant Masters' and Mistresses' Association, the country's third biggest teaching union, will also be asked to condemn the scheme at its annual conference later this month.

● Private education is becoming more expensive, but parents are still willing to tighten the family belt to pay for it, according to a school fees survey, published this week.

The survey, carried out by C. Howard and Partners, specialists in school fee plans, shows that since 1978 the cost of private education has risen 48 per cent and is taking a larger share of the family budget.

To cope with the problem, three out of four families are tightening their belts to pay for their children's education.

But whereas in 1978 82 per cent of families cut back on spending this year only 76 per cent did so, the survey says. More of them—48.7 per cent as against 39.1 per cent in 1978—are meeting the bills by trying to increase the family income. In 91.9 per cent of cases the extra money has come from working wives.

Policy shows lack of faith, says head

by Sarah Bayliss

The headmaster of a south-east comprehensive which has accepted about a dozen ex-public school pupils into its sixth form this year and had to turn away others, has hit out at the assisted places scheme and the Government's apparent lack of confidence in the state system.

Dr James Leeming, head of Hayes School, Bromley in Kent, said this week that the assisted places scheme would create a further imbalance in schools' intake. He also said that the publication of exam results would lead to league tables and put staff and pupils under unnecessary pressure.

In a letter to *The Times* on October 1 he said, "For comprehensive schools like Hayes . . . the publication of examination results and the Government's assisted places scheme are two more blows as they strive, in an atmosphere of financial cutbacks, falling rolls, misguided interference and general instability, to generate the kind of confidence which will enable the vast majority of the nation's children now in these schools to achieve their potential."

This week he said that Bromley schools faced an additional problem since the local authority was planning to create two "super selective" secondary schools.

The general lack of esteem was not justified "in view of the good job that we are doing for so many pupils", he said.

Students at Hayes school this summer gained 106 A-level passes although only one of the 180 pupil intake at 11-plus was assessed as being in the top 10 per cent of the ability range.

The first and second-year sixth forms had 262 students with about two-thirds studying for A-level.

There was an assumption that the independent sector achieved better results but parents with children at 20 different public schools had applied to Hayes in recent months for a sixth-form place. Some had been accepted but others had to be refused because the school was already full.

"Can the answer be that some parents find that fee-paying schools do not give value for money or that they sustain their pass rate at A-level by a policy of discarding the less successful at O-level?"

The list in full

These are the schools invited to join in the assisted places scheme. B=boys' school; G=girls' school; M=mixed; (M)=boys' school with mixed sixth-form. An asterisk indicates that the school has been invited to offer some sixth-form assisted places from 1981.

NORTH
Newcastle-upon-Tyne: Royal Grammar School, B*; Dame Allan's Boys' School, B; Dame Allan's Girls' School, G; Newcastle Central High School, G*; La Sagesse Convent RC School, G*; Cumbria: St Bees School, St Bees, M*; Casterton School, Kirkby Lonsdale, G*; Sedbergh School, Sedbergh, B*.

NORTH-WEST
Liverpool: St Edward's RC College, Sandfield Park, B*; Liverpool College, Mossley Hill, B*; Belvedere School, Prince's Park, G*; St Mary's RC College, Great Crosby, B*; Merchant Taylors' School, Great Crosby, B; Merchant Taylors' School for Girls, Crosby, G*; Wirral: Birkenhead School, Birkenhead, B*; St Anselm's RC College, Birkenhead, B; Birkenhead High School, Birkenhead, G*; Upton Hall Convent RC School, G*; Bolton: Bolton School (Boys' Division), B*; Bolton School (Girls' Division), G*; Bury: Bury Grammar School (Boys), B*; Bury Grammar School (Girls), G*; Manchester: Manchester Grammar School, B*; William Hulme's Grammar School, B*; St Bede's RC College, B*; Manchester High School, G; Withington Girls' School, G*; Oldham: Hulme Grammar School (Boys), B; Hulme Grammar School (Girls), G; Stockport: Stockport Grammar School, M*; Cheadle: Cheadle Hulme School, M; Altrincham: St Ambrose RC College, Altrincham, B; Loreto Convent RC Grammar, Altrincham, G*; Chester: The King's School, B*; The Queens' School, Chester, G*; Macclesfield: The King's School, B*; Lytham: King Edward VII School, B*; Queen Mary School, G*; Blackburn: Queen Elizabeth's Grammar School, B (M)*; Stonyhurst RC College, Whalley, B*; Blackpool: Arnold School, M*; Fleetwood: Rossall School, M*.

YORKSHIRE AND HUMBERSIDE
Sheffield: Sheffield High School, G*; Bradford: Bradford Grammar School, B; Bradford Girls' Grammar School, G*; Batley: Batley Grammar School, B*; Leeds: Leeds Grammar School, B*; Leeds Girls' High School, G; Bradford: Woodhouse Grove School, B (M)*; Wakefield: Queen Elizabeth Grammar School, B*; Wakefield High School, G*; Hull: Hymers College, B (M)*; York: Pocklington School, Pocklington, M*; St Peter's School, B (M)*; Harrogate: Harrogate College, G*.

EAST MIDLANDS
Derby: Repton School, B (M); Derbyshire: Mount St Mary's RC College, Spinkhill, B*; Loughborough: Loughborough Grammar School, Leics, B*; Loughborough High School, G*; Leicester: Ratcliffe RC College, B*; Stamford: Stamford School, B; Stamford High School, G*; Northampton: Northampton High School, G*; Northants: Wellingborough School, M*; Nottingham: Trent College, Long Eaton, B (M)*; Nottingham High School, G*.

WEST MIDLANDS
Birmingham: King Edward's Schools, B*; King Edward VI High School*; Coventry: Coventry School, M; Wolverhampton: Wolverhampton Grammar School*; Worcestershire: King's School, Worcester, B (M)*; Malvern College, B*; Alice Ottley School, G; Hereford: Hereford Cathedral School, M*; Shrewsbury: Shrewsbury School, B*; Shrewsbury High School, G*; Newcastle-under-Lyme: Newcastle Endowed Schools (Newcastle High School and Orme Girls' School, Mount Pleasant)*; Uttoxeter: Denstone College, M*; Warwick: Warwick School, B*; King's High School, G*.

EAST ANGLIA
Cambridge: The Leys School, Cambridge, B*; Perse School for Boys, B*; Perse School for Girls, G*; Kimbolton School, Huntingdon, M*; St Mary's RC Convent, G*; Norwich: King Edward VI School, B*; Norwich High School, G*; Ipswich: Ipswich School, B (M)*; Ipswich High School, G*; St Joseph's RC College, B (M)*; Bury St Edmunds: Culford School, M*; Woodbridge: Woodbridge School, M*.

SOUTH-WEST
Bristol: Queen Elizabeth's Hospital School, B*; Red Maids School, Westbury-on-Trym, G*; Clifton College, B; Clifton High School, G*; Bristol Cathedral School, B*; Colston's School, B*; Colston's Girls' School, G*; Redland High School, G*; Bristol Grammar School, M*; Bath: King Edward's School, B; Monkton Combe School, B (M); Bath High School, G*; Kingswood School, M*; Truro: Truro School, Truro, B (M)*; Truro High School, G*; Plymouth: Plymouth College, B (M)*; Exeter: Exeter School, B*; Tiverton: Blundell's School, B (M)*; Maynard School, Devon, G*; Bideford: Edgehill College, G*; Wimborne: Canford School, Wimborne, B (M)*; Bournemouth: Talbot Heath School, G*; Blandford: Bryanston School, M*; Stonehouse: Wycliffe College, B (M); Bruton: Bruton School for Girls, G*; Wellington: Wellington School, M; Taunton: Taunton School, M*; Queen's College, M*; Wells: Wells Cathedral School, M*; Marlborough: Marlborough College, B; Devizes: Dauntsey's School, M.

SOUTH-EAST
Bedford: Bedford School, Burnaby Road, B*; Bedford High School, G*; Bedford Modern School, B*; Dame Alice Harpur School, G*; Crowthorne: Wellington College, B (M)*; Reading: Abbey School, G*; Queen Anne's School, G*; St Joseph's RC Convent, G*; Buckingham: Stowe School, B (M)*; Brentwood: Brentwood School, B (M)*; Dunmow: Felsted School, B (M)*; Chigwell School, B (M)*; Saffron Walden: Friends' School, M*; Southampton: King Edward VI School, B*; Basingstoke: Lord Wandsworth College, B*; Winchester: Winchester College, B*; Petersfield: Churcher's College, B (M)*; Farnborough: Salesian RC College, Farnborough, B*; Farnborough Hill RC School, G*; Southsea: St John's RC College, B; Portsmouth High School, G*; Portsmouth: Portsmouth Grammar School, B (M)*; Borehamwood: Haberdashers' Aske's School, B*; Elstree: Haberdashers' Aske's School (Girls), G*; St Albans: St Albans School, B*; St Albans High School, G* [illegible] hamsted: Berkhamsted School, B*; Berkhamsted School for Girls, G* [illegible] Edmund's RC College, B (M)* [illegible] Tonbridge School, B*; Rochester: [illegible] School, B (M)*; Sevenoaks: [illegible] Hall, G*; Ashford: Ashford School [illegible] Canterbury: Kent College, M* [illegible] Dover College, M*; Oxon: [illegible] School, Abingdon, B*; School of St [illegible] and St Katharine, Abingdon, G* [illegible] College School, Oxford, B* [illegible] School, Oxford, G*; Carmel College [illegible] ingford, M*; Surrey: Royal Grammar School, Guildford, B [illegible] Guildford, G; Cranleigh School [illegible] King Edward's School, Witley, M* [illegible] Grammar School, Reigate [illegible] School, Caterham, B (M)* [illegible] RC College, Weybridge, B* [illegible] Convent, Weybridge, G*; Sir [illegible] kins's School, Chertsey, G* [illegible] Brighton College, B (M)* [illegible] Hove High School, G* [illegible] Leonards-Mayfield RC School [illegible] West Sussex: Lancing College.

GREATER LONDON
City of London School, Victoria [illegible] ment, B*; City of London School [illegible] Barbican, G*; Forest School [illegible] M*; Highgate School, Highgate [illegible] versity College School, Hampstead [illegible] South Hampstead High School [illegible] Gardens, G*; Mill Hill School, Mill Hill [illegible] lege, B (M)*; Blackheath High School [illegible] Wemyss Road, G*; St Dunstan's College, Catford, B*; Eltham College [illegible] B (M)*; Colfe's School [illegible] Dulwich College, Dulwich [illegible] Alleyn's Girls' School, East Dulwich [illegible] G*; Alleyn's School, Dulwich [illegible] enham High School [illegible] Streatham Hill and Clapham High School [illegible] School, Wavertree Road [illegible] Battersea Rise, B; St Paul's School [illegible] dale Road, Barnes, B*; Putney High School [illegible] Putney Hill, G*; King's College School [illegible] Wimbledon Common, B*; Queen's [illegible] School, Mansel Road, G*; St Benedict's [illegible] Harley Street, G*; St Benedict's [illegible] Ealing, B (M)*; Latymer Upper School [illegible] Hammersmith, B*; Godolphin and Latymer Girls' School [illegible] Hammersmith, G*; St Paul's Girls' School [illegible] Hammersmith, G*; Notting Hill and Ealing High School*; Ursuline [illegible] High School*; Ursuline RC High School [illegible] Ilford, G; Bancroft's School [illegible] Green, M*; Bromley High School [illegible] G*; John Lyon School [illegible] North London Collegiate School [illegible] Edgware*; Merchant Taylors' School [illegible] wood, B*; St Helen's School [illegible] G*; Hampton School, Hampton [illegible] Eleanor Holles School [illegible] Whitgift School, Haling Park [illegible] B*; Trinity School of John Whitgift [illegible] don, B*; Croydon High School [illegible] South Croydon, G*; Old Palace School [illegible] Old Palace Road, Croydon, G*; Kingston upon Thames [illegible] Grammar School [illegible] Sutton High School, Sutton, G*.

WALES
Christ College, Brecon, B* [illegible] School, Llandaff, Cardiff, G*; Llandovery [illegible] School, Denbigh, G; Lowther College [illegible] Llandovery, B [illegible] Monmouth School, Monmouth, B* [illegible] mouth School for Girls [illegible] Colwyn Bay [illegible] Penrhos College [illegible] School, Colwyn Bay, M*.

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Will Labour break the law to storm the citadels of privilege?

by Biddy Passmore

The Labour Party's policy to abolish private schools—decided at last week's Blackpool conference—may not be legal. The plan to outlaw fee-charging by independent schools has worried a number of party members including Anthony Lester, QC, a leading Labour lawyer and special adviser to the Home Secretary from 1974 to 1976.

The main fear is that the policy would breach the United Nations and European agreements on human rights to which Britain is a signatory. Mr Lester is so concerned that a future Labour government might not respect his freedom to send his children to private schools that the issue would have to go to the European Court in Strasbourg.

Article 13(3) of the UN International Covenant on Economic, Social and Cultural Rights, signed by the Labour Government in 1976, obliges the parties "to have respect for the liberty of parents . . . to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the state and to ensure the religious and moral education of their children in conformity with their own convictions."

Further on, the article also provides that none of it shall be construed "so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions" subject to the observance of certain principles. Article 2 guarantees that the rights enunciated in the covenant will be exercised without discrimination of any kind, including social origin, property, birth or other status.

The European Convention on Human Rights (by which Britain is bound even if it withdraws from the EEC) is less clear on the issue of independent education. However, it does guarantee parents' right to have their children taught in accordance with their religious and philosophical convictions.

Neither agreement states specifically that schools should have the right to charge fees nor parents the right to pay them.

Speaking at a meeting of the Labour Party's Education Subcommittee last Thursday, Mr Neil Kinnock, opposition education spokesman, denied that Labour's policy would breach international law.

"In neither the UN nor the European Convention on Human Rights is the concept of freedom of choice associated with the freedom to buy", he declared.

Mr Kinnock argued that the freedom of the 5 per cent of parents who sent their children to private schools must not be allowed to suppress that of the other 95 per cent who could not. Quoting Mr Aneurin Bevan, he said the exercise of freedom in a democracy must not result in the denial of freedom to the majority.

The mere existence of the private sector harmed the education of children in the state system, continued Mr Kinnock. It diverted resources—in the form of publicly funded places and tax and rate relief—away from state schools and it damaged the curriculum in the state sector, making it "academic and exam-ridden", suitable only for "training race-horses".

Mr Christopher Price, MP, who was sharing the platform with Mr Kinnock, stressed that no education system in the western world allowed greater freedom to two publicly funded systems of schooling—county and voluntary—than that of England and Wales. "If we were up on a legal case at Strasbourg, we could argue that very strongly", he said.

Mr Neil Kinnock.

Mr Christopher Price.

Labour target: Lupton Tower, Eton College.

The two spokesmen—members of the working party which drew up the original proposals, but neither of them lawyers—were replying to an anxious inquiry from Mr David de Saxe, a member of the Society of Labour Lawyers, who wanted to know "the respectable answer to the human rights problem". But Mr de Saxe was far from satisfied with the sophisticated nature of the reply. "I am worried about this, both as a libertarian and as a lawyer", he said after the meeting.

His worry was shared by a number of conference delegates after last week's vote.

This split reflects the chasm between Left and Right, so visible throughout last week's events in Blackpool. The newly adopted policy on private schools—the only detailed policy for their abolition ever approved by a Labour Party conference—is the reaction of a Left Wing constantly frustrated and out-manoeuvred on this issue during many years of Opposition and Government.

Opposition to the new policy has already been voiced in strong terms by Mr Lester. He said in a letter to *The Times* on August 4, "The NEC's proposals are plainly incompatible with the [UN] covenant—a document drawn up not by right-wing reactionaries but by representatives of the world community."

Quite apart from the human rights aspect, the implementation of Labour's private schools policy will give rise to other legal conundrums. The chief of these will be the tricky question of removing charitable status—with its attendant tax and rate reliefs—from the private schools, a problem which has baffled successive governments.

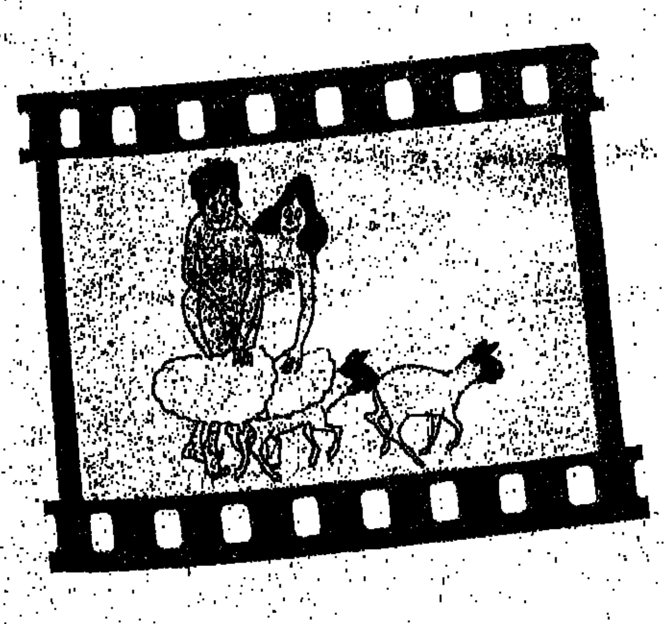
Mr Price considered this—not the human rights issue—to be the chief practical problem associated with the Party's policy. He therefore proposes two moves: the return of educational charities to the Department of Education and Science, from which they were transferred to the Charity Commissioners in 1973; and a new definition of charitable status to embrace the concept of benefit to the whole community, under which most of the present private schools would be excluded.

However, Mr Price recognizes that there are strong vested interests to fight and that more work on this aspect of the policy is needed before Labour resumes power. "We're bound to get involved in litigation", he said last week.

Conservative politicians were quick to react to news of the conference decision on private schooling. Dr Rhodes Boyson, junior minister, described the policy as "an envious assault" which could end only in a totalitarian society of repression and hatred of learning, culture and individual ability.

"How long before the children are removed from their parents at the point of birth in case they gain privilege by talking to them?" he asked. Private tutors would soon have to move from house to house under cover of darkness, concealed in "teacher holes" like the priest holes of the seventeenth century, he said.

Dr John Patten, MP for Oxford, has called Labour's proposals "nothing less than educational fascism" in an open letter to Mr Mark Carlisle, Education Secretary.



ESSO, ICI and UNILEVER have jointly launched a major new series of educational films for schools.

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Hilary Wilce reports on the Middle East job boom

Mad dogs and English teachers

The good life? Large petrol guzzling American cars on Riyadh ring road, Saudi Arabia.

If recent staffroom copies of *The TES* have had holes clipped in their back pages and colleagues spend their lunch hours reading *Arabian Sands*, the news must be spreading that get-rich-quick opportunities for teachers are on the increase.

But if you want to make a lot of money out of teaching it is best to be male, footlose and fancy free.

A young man without a wife, but with an English as a foreign language (EFL) qualification and some teaching experience can now command a five-figure, tax-free salary, with perks, by heading off to the uncongenial but lucrative Middle East.

Women teachers tend to be less welcome in the stricter Muslim countries, but there are some opportunities for teacher couples, and women can also find financially rewarding posts in other parts of the world.

Recent jobs advertised in *The TES* have included British Aerospace recruiting English teachers for Saudia Arabia, "In your first two years you can earn at least £24,500 tax free"; Cable and Wireless recruiting maths and physics instructors for the Sultanate of Oman Armed Forces"... a terminal gratuity of about £5,000 will be paid at the end of contract".

Attractive jobs have also been on offer recently in other parts of the world. This year the Crown Agents for Overseas Governments and Administrations has recruited 41 secondary teachers, in subjects from maths to geography, for Brunei, in Indonesia, with salaries of "up to £10,000 pa tax free". Other well-paid jobs can be found in the Far East and in Latin America.

Agents recruiting teachers for private overseas jobs report that the market is expanding. Mr C. M. Wilmot, managing director of Gabbitas-Thring Ltd, says that the secondary school sector, in particular, is growing, citing specific English-language schools in Malaysia and Saudi Arabia which are in the process of expanding into secondary schooling. "We expect to pick up a lot of jobs over the next few years from schools which we know are planning to become secondary schools." There is also a growing market in jobs funded by international agencies such as the World Bank.

But the number of education jobs funded partly or wholly by the British Government under the national aid programme has gone down from about 7,000 about five years ago to just over 4,000 at present. The figures reflect a growing trend, throughout the aid programme, towards sending out more senior personnel to key posts where their influence will be widespread. A handful of teacher trainers, vocational training specialists and curriculum experts are today replacing large numbers of primary and secondary teachers.

Salaries of these Government-paid positions are on the whole less instantly attractive than those offered by private employers. Salaries are paid, and taxed, on the spot and then an additional tax-free supplement is paid into the teachers' United Kingdom bank account.

So, a secondary school teacher working in Malawi might get paid £2,400, with an additional supplement of between £3,000 and £5,000. A primary school teacher working in Kiribati, in the Pacific, might be paid £2,000 locally, and a supplement of between £4,000 and £6,500.

But the package of accompanying allowances can make such jobs a better financial bet than jobs with a more flashy salary label. Boarding fees of up to £1,500 for the first two children, plus a lower rate for subsequent children, are paid, as are employer's superannuation payments.

In addition, the relative security of a job obtained through official channels (the British Council offers a guaranteed contract to most of the teachers it recruits, even if it is only acting as a recruiting agent) can be worth a fortune in terms of peace of mind.

A steady trickle of letters arrives in *The TES* office from teachers and lecturers who have had bad experiences overseas, either because they have not been paid, or because conditions were not at all what they were led to expect.

While it is impossible to take the entire risk out of going to work abroad, it obviously makes sense to check carefully what salary is to be paid, when, and in what currency, and with what additional benefits. Written contracts should be signed and, if possible, local conditions should be checked out with people who know the school in question, or who at least know the country.

But everything has its price, and the higher the salary the higher the personal price is likely to be in terms of dust, heat, flies, boredom and culture shock. As a briefing manual for teachers going to Kuwait tells it: "Summer is extrem with temperatures reaching . . . cars are driven har crashed frequently . . . there course no nightclubs . . . sce Kuwait has little to offer . . ."

Teachers undeterred by ficulties and anxious to make financial most of their pro would do well to get a good qualification.

Although there are opport for a wide range of primary secondary teachers abroad majority of jobs are for E language teachers, and em employers prize either the Society of Arts certificate in ing English as a foreign lang or a post-graduate education fication with a special EFL qu cation. An increasing numb colleges and universities are offering such courses and British Council has details.

Brief List — Academic Cours Great Britain relevant to the ing of English to speakers of languages and *Teaching overse* general introduction) both able free from the Overseas tional Appointments Depar the British Council, 65, Street, London W1Y 2AA

Researchers have a hard time finding guinea pigs

by *Bert Lodge*

Teachers' reluctance to fill in and return questionnaires is one main problem of the educational researcher, a report says this week.

It recommends local committees composed of employers and teacher unions to monitor the amount and nature of research on teachers.

The suggestion is made by Mr Keith Baker, a member of the Bristol University team which evaluated the national induction scheme that ran from 1974-78 in Liverpool and Northumberland.

In a report on problems of evaluating in-service training, Mr Baker reveals that "in these two local authorities (Liverpool and Northumberland) which had been given large Government grants for action programmes to benefit new entrants to the profession, almost one-third of those most closely involved did not assist the central evaluation team's first approach by questionnaire.

"For the follow-up questionnaire six months later, which was only two sides in length, the response rate dropped to 60 per cent."

Reluctance was apparent from such returns as, "My time is better spent teaching", or "Dear Researcher, I am sorry that I cannot help you with this. We have too much to do this week (and every week)".

One group had to be dropped from the evaluation study completely, Mr Baker reveals. They were neither the teacher-tutors nor probationers nor heads, but colleagues in schools which were "affected by" or "interested in" the schemes.

Of groups "only marginally connected with the schemes", Mr Baker writes, "there was a considerably lower response and the team decided not to approach this group in the follow-up questionnaire. Many respondents wrote that they did not know much about the scheme and did not feel able to answer or comment on it. This may tell us something about a lack of dissemination of information about the scheme . . . or, the explanation could just as easily be teacher reluctance to complete questionnaires in general."

But Mr Baker defends teachers in a poor position in relation to research and evaluation projects. "They are asked to carry out the hard work in the action programme and are cast in the role of guinea pigs to be studied by others. . .

"They are rarely involved in the evaluation side of projects except as respondents to time-consuming questionnaires. Since they seldom receive extra allowances of time for their involvement with research there is frequent intrusion upon their private time.

"Worse still, the demand for their involvement in research and evaluation activities has increased, partly through the greater number of students now completing research theses and partly through the teachers' own demands for more directly relevant school or classroom-related research."

He suggested a liaison committee between researchers and teachers and remarked that the highest response rate to the Bristol team's evaluation of other induction schemes came from the two local authorities who already had such a committee.

The editor of the report, Mr Colin McCabe, lecturer in Newcastle University school of education and a local evaluator of the Northumberland scheme, thinks teachers often see evaluation as both threat and burden. "It is to some extent encouraging that this should be so, that we should have reached this stage.

"Once resistance to evaluation is met it means that it has gone beyond the anonymous, completely non-threatening 'please answer a few questions on your course' stage. It is becoming worthwhile and a full part of the process of in-service education."

Evaluating in-service education for teachers, Edited by Colin McCabe. NFER Publishing Co, Darville House, 2 Oxford Road East, Windsor, Berks. £7.95 paperback.

Silent protest over jobs threatened

A silent vigil is to be staged by teachers outside the next meeting of Cheshire County Council as a protest over the education authority's plans to cut £4.8m from its budget next year and axe nearly 1,500 teaching jobs by 1985-86.

The vigil will be mounted by members of the National Union of Teachers who are on half-term holiday on the day of the meeting. They say that the cuts will bring the education service in Cheshire to "crisis point" with larger classes and arts, music, craft and languages being dropped from the curriculum in some schools.

Achievement award for handicapped

If you have been impressed by the courage and determination of a handicapped boy or girl, the Spastics Society would like to hear from you.

The society is asking for nominations for its annual Achievement Award which gives prizes for the bravest or most outstanding effort made by children between five and 16 who have been handicapped since birth or by the age of five.

A silver cup and £250 go to the winner, with a second prize of £50 and a third of £25.

Nominations giving as much detail of the background and achievements of the candidate should be sent to Mrs Nina Heycock, 35 Harrington Gardens, London, SW7. The closing date is January 17, next year.

Sixth-form options

The 1980 edition of the *Compendium of Sixth Form and Tertiary Colleges* —the most complete list of such colleges—is now available. The compendium, which was first produced in 1974, contains details of each college open or approved, with a summary of courses, sporting activities, academic, pastoral and administrative organization and of links with feeder schools. It can be obtained, price £3.00 (post free in the UK) from: Mr G. L. Cooksey, Principal, Greenhead College, Greenhead Road, Huddersfield, West Yorkshire HD1 4ES.

Lunch token plan angers mealtime supervisors

by Richard Garner

A row is brewing in Surrey over a plan to axe free school meals for teachers on lunchtime supervision duty and replace them with a 60p token instead.

The teachers' token will leave them without enough money to buy their usual two-course meal—with a traditional cup of tea or coffee to follow.

Mrs Kitty Lloyd, secretary of Surrey County Teachers' Association of the NUT, said: "With the new cafeteria system in secondary schools, I have been told that a scotch egg, for instance costs 44p and a portion of chips 16p—so that now, would be all a teacher could afford.

"Also the size of the portions has been cut. A 16p portion of chips contained only 12 chips and you will find many teachers deciding not to do lunch time supervision and going to the local fis chip shop for a better instead."

The teachers are also that the token scheme appli children entitled to free s meals and claim it therefore matises them and means they unable to afford the most nutri meals. The NUT has written to county council, urging it to re sider the scheme which was duced at the beginning of this

However, officials of the co council believe it is all a st a teacup. An official said was in no sense introduced —there is no saving elemen Our advisers felt the 60p would allow the teachers to meal of a similar standard meals they had formerly."

The county council said yet received the letter of from the NUT but would consi when it arrived.

Cuts create poverty trap for parents, say social workers

by Diane Spencer

Education social workers are worried by the number of children being kept out of school by parents who cannot afford clothes, transport and meals.

Mr Wilf Turner, president-elect of the National Association of Social Workers in Education, claimed last week that the education of thousands of children was suffering because of cuts in public spending and the effects of the new Education Act.

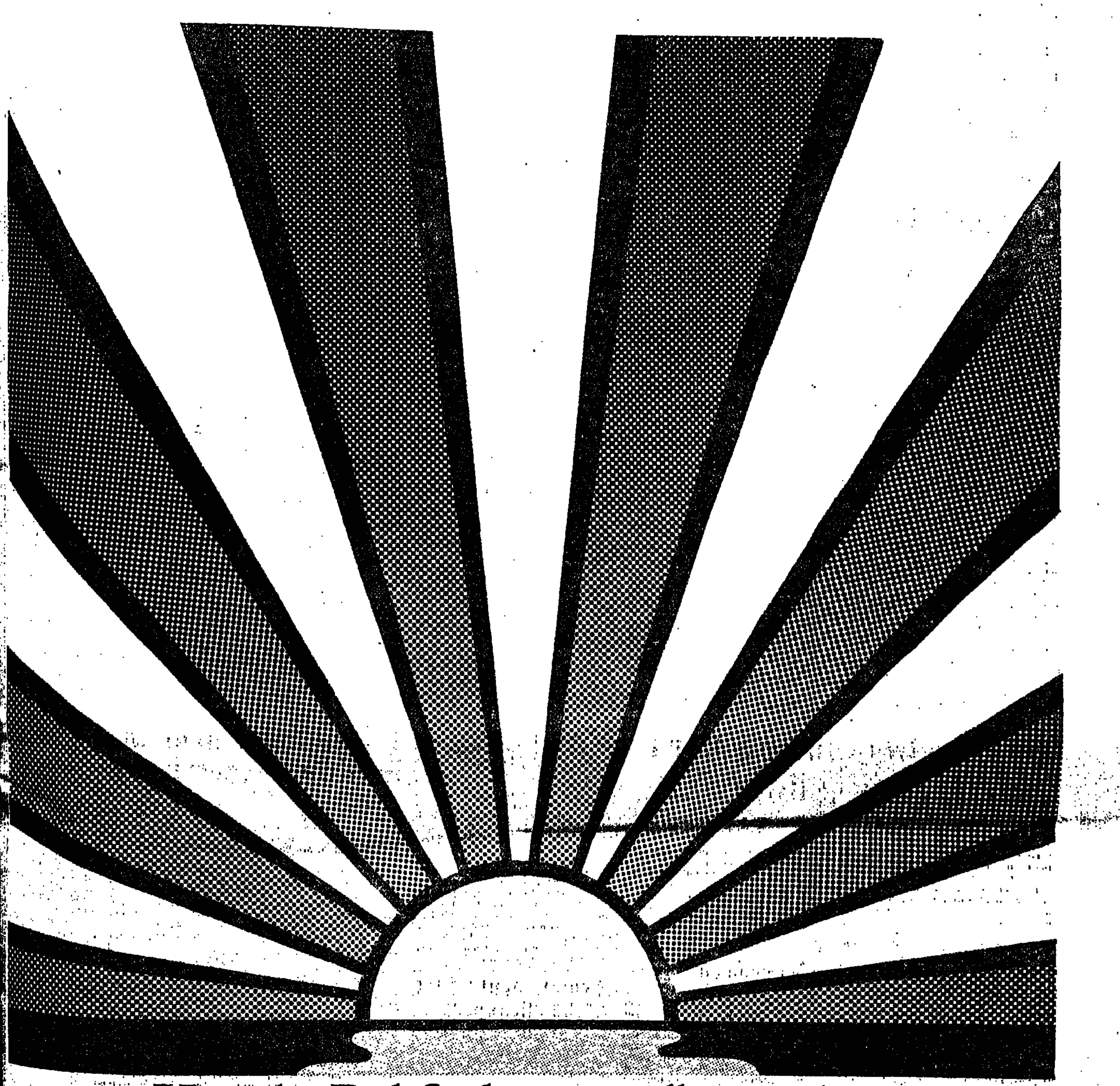
He called for an end to the anomaly in the Act which allows families with low paid jobs to be worse off than "scroungers" who have never worked because they can claim family income supplement or supplementary benefit. Single parent families, widows and many of those who had recently lost their jobs were not entitled to free school meals, he said.

He argued that benefits not be means tested on where money came from supplementa benefit, family income supple or unemployment pay, but on amount. "In the end it is the ch who suffers."

His association is carrying a survey, which may be ready Christmas, on the effects of on poor families.

Many local authorities no lo give discretionary grants for cl ing and shoes. "When money scarce in a family, parents there are needs greater tha child's education, and if they afford clothes or meals they send him to school."

Mr Turner said some teachers were dipping into own pockets to make sure chi who had to travel long distanc school did not go without dinners if their parents forg give them money."



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School to work

It has taken mass unemployment to persuade the established broadcasting organizations that teenagers need more from them than round the clock pop. In the week that the BBC hurries to repeat its surprisingly successful campaign to find youngsters jobs, Jeremy Isaacs, the man who will be running the IBA's Channel Four talks to Mark Jackson about what the new network could do for them in other ways.

New channel may fill the TV gap for school leavers

Channel Four may become the vehicle to extend education for school leavers. Much of the new network's educational broadcasting is likely to be aimed at them.

Mr Jeremy Isaacs, named last week as the new network's chief executive, sees this as the unfilled gap in educational television. He told *The TES*: "With schools and higher education already served by the established channels, our specific contribution could be provision for the school leavers, who have been largely ignored."

The new channel has to fill seven hours of educational broadcasting—all of it outside school hours—which is more than twice as much as the time allotted to adult education by the present commercial television network. To devote much of this to programmes for teenagers would seem to tie in with the channel's declared aim of catering for large minorities.

Mr Isaacs has no doubt that young people are a minority group in this sense, for whom a lot of current television fails to cater. Giving as an example his own teenage son and daughter, he says: "It's not that they don't like television, it's just that much of what is screened strikes them as irrelevant and fuddy duddy."

Catering for the under-25s does not always mean making programmes aimed exclusively at them, he said. Entertainment and general interest programmes can be shaped so that they appeal to the young as part of an all-age audience—and are likely to be the better for it, he hinted.

He favours a similar diffusion strategy for education—trying to get more educative content into programmes generally rather than concentrating it into programmes labelled educational.

However successfully the new network induces general programme-makers to include both broad educational content and youth interest, Mr Isaacs believes it must also offer something to those who leave school early. "I personally believe that it should be very much our priority to help them continue their education", he says. It will be the subject of "careful consultations" during the two years of planning before the new network starts broadcasting.

Mr Isaacs's ideas fit closely with the new Independent Broadcasting Authority strategy for adult education—which is unsurprising, since he served on some of the working bodies which devised it.

The new arrangements are intended to make adult education part of comprehensive education packages, which include printed material, discussion or study groups, and follow-up projects. They are also aimed at helping to get education out of its specialist ghetto.

A condition of the new franchises for IBA's existing network is that all television companies appoint community education officers. They will be responsible for tying in local activities to educational programmes. A new IBA Unit will link programme makers with national voluntary agencies and educationists.

The IBA believes that through an annual conference it can get the companies to agree to produce not only the educational programmes it wants but general interest programmes with an educational purpose. Its officials say that if persuasion fails the IBA is prepared to issue mandatory instructions to one company or another to make and screen a programme—but they admit that many programmes could end up on Channel Four because nobody else is prepared to risk low ratings.

Mr Isaacs, too, pins hope on the new central unit which he says will be able to feed material and ideas to programme-makers throughout television.

Olympic place for mechanic

Apprentice mechanic John Graeme Bailey (right) receives his pri overall British winner in the 1979-80 Skills Testing Programme fro Bill Norris, UK representative for VOTE, the society w organizes Britain's entries for the International Skills Olympics Bailey, who works in an Eastbourne garage, will compete in the In national Olympics in Atlanta, Georgia, next year. The road inte is one of the few in Britain that has developed skill testing fo apprentices.

About 3,000 plucked jobs out of the airwaves, survey shows

The BBC's month-long radio campaign to help unemployed school leavers got around 3,000 of them jobs, suggests a survey carried out by the corporation.

Thirty thousand youngsters contacted the BBC or the eight regional telephone teams staffed by the Manpower Services Commission during the campaign. Of the 1,200 who were sent a postal questionnaire, one in 10 got jobs.

The results corresponded closely with a survey of 41 companies out of the 250 firms who notified vacancies to the MSC. The firms had *interviewed 636 of the 1,077* youngsters referred to them, and gave jobs to 117. This week the BBC ran a short follow-up campaign. Although the national radio channels again ran daily bulletins, discussions and phone-ins throughout the week, the main emphasis was on local radio, with all of the 21 BBC stations running their own programmes, linked with MSC regional referral centres.

'YOP not a soft option for sponsor'

The Youth Opportunities Programme is now being transformed into genuinely vocational and positive work experience for young people, claims Mr Jim Lester, junior employment minister.

He told a meeting of North London businessmen, however, that a great deal would depend on the co-operation of firms and of the community in general.

"YOP is not a soft option for the sponsor," he said. "We look to him to contribute to a young persons capabilities as well as to benefit from them. We hope the experience of YOP and its objectives will cause employers to think about their own training standards and improve them."

Pay young workers equally, say Torie

The moderate Tory Reform Group wants all school leavers' pay to be taken out of the collective bargaining system. It proposes that young workers, apprentices, and those in *the Youth Opportunities Programme* should all be paid the same low statutory allowance.

The proposal is put forward in a discussion paper on youth unemployment, released at a press conference at Brighton this week on the day that Mr James Prior, the Employment Secretary, addressed the Conservative conference. The paper was presented by one of Mr Prior's former assistants, Mr Richard Needham, MP for Chippenham.

The group say that young people are thought to be a poor bargain, and pictured as often little more than semi-literate, semi-numerate, not always reliable, and unequipped with any marketable skill. It claims unskilled leavers' marketability is "positively damaged" by high starting rates, since employers find it less risky to take on mature women.

Instead of the present "chaotic system" of remuneration, suggests the group, there should be age linked allowances pitched at a level to provide subsistence and a little pocket money.

The group suggest that this system would enable apprenticeship to be expanded to cover a much wider range of occupations, and point to the Continent where, they say, low apprentice pay means that employers are much more ready to accept youngsters.

Cooperation between schools and colleges, employers, and unions, to establish a much more diversified and flexible apprentice system covering most industries and occupations could achieve a 50 per cent entry "not necessarily at great cost".

The proposal to take workers pay out of the col bargaining system will not enthusiasm among the union creasingly disposed as many of are to consider some refor apprenticeship along the lines the discussion paper outlines unions will argue that most ap tice pay is already well below level for unskilled workers o same age, whose pay levels fall enough if they were br into a wider apprenticeship anyway. And by failing to attention to the distinction be collective bargaining over which the more progressive might be prepared to sacrifice bargaining over conditions, and safety, and training, which increasingly consider their concern, the group has ensured a hostile reception the TUC as a whole.

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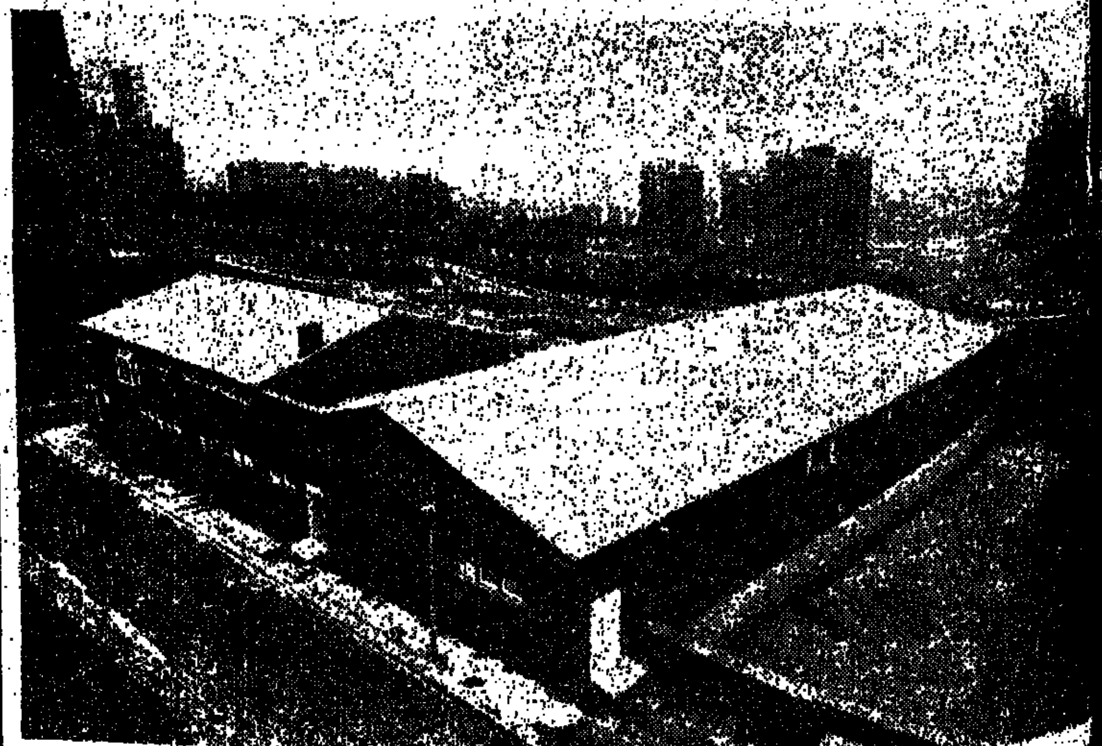

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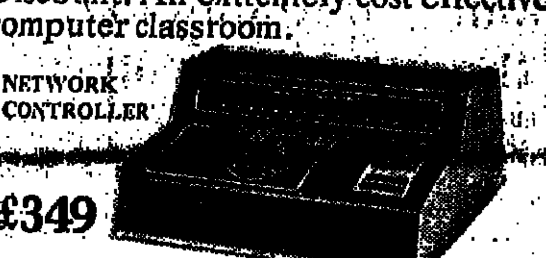

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OVERSEAS NEWS

France

Premier fails to stem campus fury over cuts

by Jane Jessel

PARIS

Intervention by the French Prime Minister, Raymond Barre, in the row over the universities "rationalization" programme has failed to calm the fury of the university world. Although he has restored some courses and diplomas which had been cut, and outlined a new independent policy for higher education, the Prime Minister in effect approved the decisions announced in July by the Universities Minister, Mme Alice-Saunier Seité (*TES*, August 8).

In her programme the Minister announced substantial cuts in the number of second and third degree courses (those which follow an initial degree and lead to higher qualifications including the equivalent of doctorates and masters degrees) on offer or planned by the small to medium, mainly the newest, universities. The courses hit were mostly, but not entirely, in the human and social sciences.

Apart from the severity of the cuts themselves, the universities were embittered by the Minister's unilateral action and lack of consultation, which they saw all too clearly as pointing to recentralization of the universities which have enjoyed greater autonomy over the past 12 years. They were particularly upset by the withdrawal of their rights to award certain doctorates, especially in engineering. These rights will in future be confined to the *grandes écoles.*

Justifying her decisions during a television interview, Mme Saunier-Seité maintained that the cuts would hit only about 3,000 students (union estimates said up to 20,000), mainly in sociology and psychology. Her decisions, she said, were taken after an extremely serious study which did not overlook the interests of French science.

The reorganization was necessary for the sake of "quality" and "competition" and to avoid the danger of awarding "devalued diplomas", asserting that there were "certain countries which no longer recognize French qualifications".

Following widespread protest from all sectors of university life, M Barre called a meeting in August with university presidents (equivalent to Britain's vice-chancellors), whom Mme Saunier-Seité had refused to see. As a result of the meeting, the Prime Minister ordered a re-examination and reconsideration of each university's position.

After this exercise, however, at a subsequent meeting with presidents on September 18, the Prime Minister made only limited concessions to the universities. The right to award the engineering degree, considered sacrosanct by the presidents, was restored in some cases, but overall, of 576 third degree courses due to be cut—164 of them regarded as essential by university authorities —only 49 were reprieved. In the second cycle, 25 out of 200 courses were saved.

Referring to the small universities the Prime Minister stated simply that they must "specialize in certain subjects and at certain levels".

But M Barre also gave particulars of the Government's future plans for the universities—which apparently contradict the policy of recentralisation put into practice by Mme Alice Saunier-Seité. He said he hoped the policy would reassert the independence of the universities. They would, in effect, compete with one another, creating their own diplomas and to some extent providing their own resources.

But in the short term, M Barre is aware that the cuts risk alienating all sectors in higher education, including "the moderates".

In case he forgets, more than 60 eminent intellectuals have launched an appeal for "mobilization of the universities" against Mme Saunier-Seité's decisions, and last week about 3,000 university staff and students held a protest demonstration in Paris.

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Arab world

ILO report attacks white-collar monopoly

by John Gretton

Education in the oil-rich Arab states, from Libya to the Gulf, is geared to preparing students for sinecure government jobs rather than for productive employment.

Either it is Koranic, and therefore taught in the archaic language of classical Arabic, or else it is modelled on the modern Egyptian system, which puts an undue emphasis on university education, and the preparation of students for clerical or administrative posts.

These are the conclusions of a recently published study by the Geneva-based International Labour Office (ILO), *International Migration and Development in the Arab Region*, by Stace Birks and Clive Sinclair. The authors, both from Durham University, look at the causes and consequences of the massive influx into the rich Arab states of workers from poor Arab countries, following the oil-fed development boom beginning in the early 1970s.

One result has been to distort the development of human capital. According to the study (which repeatedly emphasizes the difficulty of getting reliable statistics) in 1974 only Kuwait, with a literacy rate among 15-year-olds of 55 per cent, came anywhere near the top in a ranking of major Arab states by literacy rates. Oman and the United Arab Emirates (UAE), with 20 and 14 per cent respectively, came close to the bottom of the scale.

Standards, as measured by that basic indicator, may have improved dramatically since 1974 as some states, particularly Saudi Arabia, have invested heavily in educational facilities. But the authors believe that excessive reliance on Egyptian curricula, teachers, administrators, books and methods will in the end prove counterproductive.

Arab students . . . too many prepared for local government or administration.

In most of the countries studied the system was biased towards arts and literature, with university education as the only pinnacle of the pyramid. Courses were essentially repetitive, with the same blend of subjects being studied at each educational level, but at a higher standard. The emphasis was on memorizing facts rather than on initiative or creativity.

In the oil-rich states, according to the study, even the "failures" of the system who might gain some vocational or technical training, are absorbed into the local bureaucracies, where pay and conditions, for nationals, are even better than in the private sector, which is effectively reserved for migrants from other countries.

In 1975, taking Saudi Arabia, Libya, Kuwait, the UAE and Qatar, there was on average one migrant worker for every employed national; in Qatar alone, the ratio was four and a half to one. The authors reckon that, in five years' time, there could well be three foreign workers for every two employed nationals.

Birks and Sinclair also point out that, the same deficiencies in the educational system that are depriving the oil-rich states of professional and technical skills of their own, are having an equally disastrous effect on the poor countries which are supplying the manpower. Those with the essential skills for development are being tempted abroad by a combination of lack of job opportunities at home and the much higher wage rates being offered in Libya and the Gulf states.

A striking example is Egypt itself which, with more than 650,000 workers abroad in 1975, was the largest single exporter of labour among the poorer Arab states. Though the vast majority of these were unskilled labourers, they also included most of the relatively few skilled and semi-skilled workers thrown up by the educational system. The agricultural and government sectors were both so huge, and the whole system so rigid, that the private sector was too small either to hold those skilled workers in the country, or to replace them, either by attracting upwardly mobile semi-skilled workers or from skilled workers from other countries, as Jordan, for example, was able to do.

The authors are pessimistic for both oil-rich and poor Arab states. As they point out, changing an educational system that has been in operation for 10, 15 or 20 years is difficult, if only because parents and pupils will have acquired aims and aspirations reflecting those of the existing system.

Australia

Governor-General calls for legal studies in class

by Bill Purvis

SYDNEY

Australia's Governor-General, Sir Zelman Cowen, has called for law to be taught in secondary schools. Sir Zelman, aged 60, was vice-chancellor of Queensland University before his appointment as Governor-General in December 1977.

A former professor of public law at Melbourne University, he told graduates at Sydney University that courses in legal studies at secondary schools should aim to develop legal understanding and appreciation of law as a social institution.

Such courses introduced in some schools in Victoria in 1972 were now being taught in the final two years in the state's many high schools.

The Governor-General said it was a difficult subject to teach but was rapidly gaining acceptance in Victoria high schools where it was now the fourth most popular subject in terms of student numbers.

Meanwhile Australia is to fund a training programme for secondary teachers in the island of Tonga as part of its development assistance to the South Pacific region.

Australia's Foreign Minister, Andrew Peacock, said the training programme would run for three years with the first 150 teachers starting their training this financial year.

Mr Peacock said the training assistance had been requested by the Tonga Government. Australia established a fund in 1977 "to contribute significantly to the preservation and development of Pacific cultures".

The main beneficiary of the fund is its former territory of Papua New Guinea. A five-year aid programme due to end next year will have cost Australia more than $A1,000m (£500m) by then.

OVERSEAS NEWS

Netherlands

All-round cut in salaries aims to reduce ministry budget by £60m

by John Richardson

THE HAGUE

Most employees in jobs funded by the Ministry of Education and Science must take a salary cut in 1981, according to the recently announced budget.

Teachers and university lecturers earning over Gld48,000 (£9,000) per year must take a cut of 2 per cent, and those getting between Gld24,000 and Gld48,000 a reduction of 1 per cent. Employees in education earning up to 24,000 fl per annum, the average Civil Service wage, are not subject to the cuts.

The Minister of Education, Dr Arie Pais, plans to save Gld265m (£60m) by these salary reductions. All Dutch ministries have had to cut back their 1981 planned expenditure in one of the most determined attempts to chop government spending since 1945.

The Education Ministry's share of the cuts in the general austerity budget, comes to Gld306m (£70m), representing some 1.4 per cent of the total 1981 education budget of Gld22.8 billion (£5 billion).

The 1981 education budget is 4 per cent higher than the budget for 1980. This small increase does not keep pace with the Dutch inflation rate of between 6-7 per cent per annum.

According to the Dutch Ministry, the level of educational spending for 1981 has been largely determined by the demand for education and the average cost per pupil/student.

In 1981 numbers will drop, but the demand for special types of educational provision in an ever more complex high technology society willM

Average expenditure for each learner will go up in association with the fall in roles, the development of facilities and increase in salaries which are usually closely linked to the rate of inflation.

Salaries form 85 per cent of the education budget, and despite the cutbacks the increases in the 1981 salary bill will be the main reason for rises in per capita costs.

The Dutch teachers unions intend to fight the salary cuts and have called for strike action. Their position is not strong, however, as the savings have been forced on the Minister by his Cabinet colleagues and without economizing on salaries he would have few options but to cut into staffing levels at a time of considerable, and rising, teacher unemployment.

Announcing measures to deal with the employment problems simultaneously to giving details of the budget, the Minister announced restricted entry regulations for the teacher training colleges, less overtime for teachers, and the setting up of a central educational job market bureau, to which teachers must apply for posts and for retraining.

More positive policy priorities outlined include a new building programme for teaching hospitals, the new combined infant/junior basis schools, education for cultural minorities and female emancipation and projects for stimulating the provision for the disadvantaged in secondary education.

It is thought that the Minister surprised his Cabinet colleagues, and even his own secretaries of state, by announcing that the maximum cut of 2 per cent would apply to his own salary and those of his junior ministers.

West Germany

Aptitude tests brought in for country's future doctors, dentists and vets

by David Dungworth

WEST GERMANY

Aptitude tests have been used for the first time to select some of the students who have begun their studies in medicine, dentistry and veterinary surgery at West German universities this term.

In mid-August 6,000 candidates at 100 centres throughout the Federal Republic spent five-and-a-half hours working out the answers to 280 multiple choice items set by the Institute for Test Research in Bad Godesberg.

They were competing for 1,200 of the 9,000 vacant study places in the three medical disciplines for the winter term 1980-81, 950 in medicine, 150 in dentistry and 100 in veterinary surgery.

The top 120 participants have been admitted on their test results alone. The remaining 1,080 places have been awarded to candidates with the best combination of marks in the *abitur*, the grammar school leaving certificate, and the test, the former counting for 55 per cent and the latter for 45 per cent.

The introduction of aptitude tests is the main innovation in a complicated restructuring of the selection procedure for the three medical disciplines agreed by the provincial education ministers in response to a judgment made by the Federal Constitutional Court in 1977.

The changes are designed to get rid of the estimated backlog of 40,000 young people waiting for admission and to increase the chances of applicants with poor *abitur* marks.

Previously, as in all *numerus clausus* subjects, 60 per cent of medical study places have been allocated to the candidates with the best *abitur* grades and 40 per cent to those with the longest "waiting times"—that is, the period which has elapsed since a person made his first unsuccessful application.

In recent years there have been more than 50,000 applicants for the 15,000 places annually available and waiting times have now grown to four years in veterinary surgery, five years in medicine and seven years in dentistry.

Under the new system a special admissions quota, weighted in favour of those who have been waiting longest, has been established for applicants who obtained the *abitur* before September 30, 1978. This will be progressively reduced from 20 per cent of the places to be filled in 1980 to 10 per cent in 1981, 5 per cent in 1982 and none after that.

Ten per cent of all places in medical subjects are earmarked for the school-leavers with the highest *abitur* marks irrespective of other criteria. A further 25 per cent will be reserved for foreign students, hardship cases and well qualified people who do not have the *abitur*.

By 1982 most places will be allocated by means of a lottery which will also be related to achievement. Applicants will be divided into 32 groups according to their *abitur* marks and those in the top group will have a five times greater chance of being admitted than those in the bottom group.

Israel

Christians get state funding

by Benny Morris

JERUSALEM

Israel will, for the first time, finance the running of Christian private schools. This follows the signing of an agreement last month between the Education Ministry and officials of the Greek Catholic Church.

Six schools are affected with 3,000 pupils in the Galilee and Haifa districts. They are now designated "independent and recognized" and so qualify for state subsidy similar to that received by Jewish orthodox schools outside the state system.

Under the agreement the state will pay 80 per cent of the teachers' salaries.

In brief

Japan's problem

Alec Dickson

Japan is reluctant to identify and discuss social problems, Dr Alec Dickson, honorary director of Britain's Community Service Volunteers, said on a recent visit to Japan, and although the small national volunteers' association is doing a "marvellous compassionate" job with the physically handicapped, the organization seemed less keen to help the mentally handicapped. Dr Dickson's ideas "shook people up considerably", according to Hiroshi Koroki of the Japan Youth Volunteers Association. In Japan it can still be regarded as shameful to be the parents of a handicapped child and many state schools refused to enrol such children.

Dutch research

Dutch researchers are to look into ways schools can help counteract the effects of television violence on young children. A project about to start in Leiden will look at the extent to which children of different age-groups see acted violence as real, the effect of different types of programmes which include violent scenes, and the role parents can play in counteracting bad effects on children.

Australia's dismay

Australia's Commissioner for Community Relations, Mr Al Grassby, has complained that most schoolchildren know more about Davy Crockett or Starsky and Hutch than they do about their own historical figures. "Not one Australian child in a thousand has heard of the Tolpuddle Martyrs transported from England in chains for founding a trade union", he said. "In some ways there is a myth abroad that Australian history began and ended with Captain Cook—who is still credited by some teachers with having discovered Australia."

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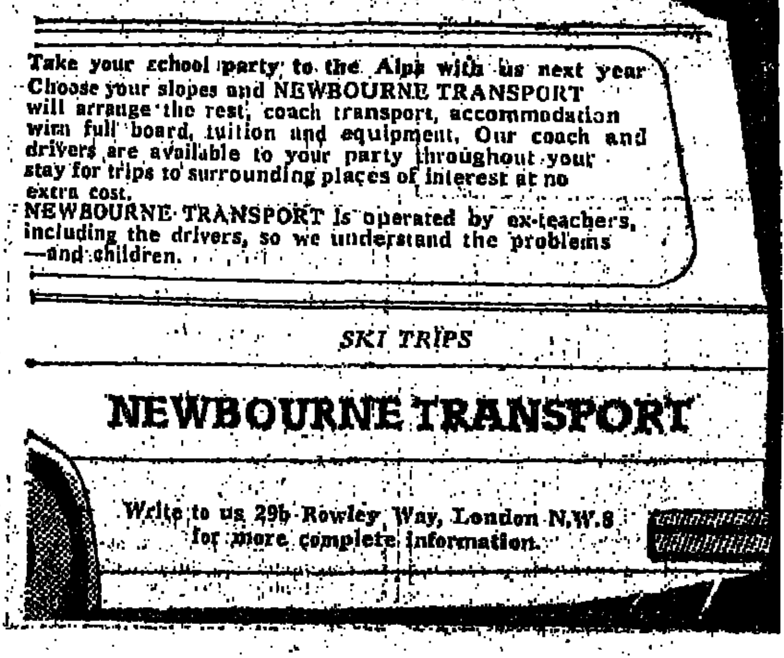

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[illegible]

NCB research data is accessible

Sir,—Biddy Passmore's article (September 26) seemed to imply a "Catch 22" situation relating to the National Children's Bureau's control over its own data and the attempt of Cox and Marks to gain access to data relating to the Bureau's research into progress in secondary schools.

As a researcher who has access to such data, I would wish to readjust what appears to be a misleading impression by explaining how I have been able to work on the data.

I acquired from the bureau a copy of the very reasonable conditions which it lays down for use of its data. Basically, these relate to keeping the bureau informed about the outcome of research, maintaining complete confidentiality concerning information on individual children, and providing the bureau with details of the research to be carried out and a list of the variables to be worked on. Although my own research was on a fairly sensitive area (pupil absenteeism), at no time did I gain the impression that access would be denied.

The bureau, having received from me the necessary details, asked the SSRC Survey Archive in Essex to send me all the data I had requested. Neither the bureau nor the archive could have been more helpful. I have visited the bureau and corresponded with staff (present and past) in connection with my research and have attended a course run by the Archive staff for the benefit of researchers using NCB and other data.

I feel confident that, had Cox and Marks approached the bureau in an appropriate manner, they also could have gained access to the data. As *The TES* rightly pointed out in "Comment", researchers "are free to go back and rework the original data". I would only add that they will need more than a week—and nearer six months—for doing it.

H. C. M. CARROLL,
Lecturer in Educational Psychology
University College of Swansea.

The value of thinking small

Sir,—Reading Biddy Passmore's review of "Degree Course Offers 1980-81," I just wonder what it is that makes an applicant choose University X rather than Y. Even having studied and taught in four British universities, (Oxbridge/Redbrick/New), I would have difficulty in picking out the differences between the various British universities; whereas the private American university I taught in during 1975-76 was clearly a different animal.

Standards of degrees in the United Kingdom are kept equal by our external examiner schemes, as well as interchange of staff. *So is it teaching? Who knows what that is like*—and, as a distinguished colleague pointed out to me some years ago at a Redbrick, why don't all those students with three As at Oxbridge get firsts? Is it social atmosphere?—but Imperial College is on the list of popular choices. Is it past student behaviour?—didn't Oxbridge have its share of troubles and is not LSE on that list? Is it research distinction?—but do Nobel Laureates spend much time or effort on teaching?

Some colleagues feel it is geographical position; others the image of the town. Bath is nice isn't it? Too bad, (for us), Colchester is perhaps best known in modern times for its army garrison and not for its Roman remains, its Norman Castle, its medieval buildings, and its Oyster Feast.

My main advice to the intending applicant would be: Choose a "small" department i e one with about 30 specialists in any year. Then you won't get lost, and if you have problems someone will listen.

Can any of your readers tell me why those students choose York and Birmingham and not Essex? What do they say when advising their pupils?

Dr D. J. GREENSLADE,
University of Essex,
Wivenhoe Park, Colchester.

COURSES

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13-17th July, 1981:
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20-24th July, 1981:
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27-28th July, 1981:
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29-30th July, 1981:
Selection interviewing.
3-7th Aug., 1981:
School Management Development.
5-9th Oct., 1981:
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16-20th Nov., 1981:
School Management Development.
25-27th Nov., 1981:
School Timetable Management.
30th Nov.-4th Dec., 1981:
School Curriculum, Co-ordination and Liaison Management.
Details from: The Secretary, Management Centre, Brighton Polytechnic, Moulsecoomb, Brighton BN2 4AT. Tel: Brighton (0273) 693655, ext. 2307.

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Applicants should write—giving some indication of their area of research interest—to The Head of School, School of Humanities, Room 273a, Thames Polytechnic, Wellington Street, London SE10 6FF.

Where did we go wrong?

Sir,—Where has Sheffield gone wrong? Since the war the council has developed the City at the behest of successive governments. We built thousands of houses under Macmillan, obtained clean air under Powell and cleaned up the environment under Walker. Our social services took on new responsibilities under Joseph, and we expanded our nursery plans under Thatcher. We are preserving education standards in accordance with the Tory manifesto. When Mr Heseltine had to cut his rate support grant we put up the rates to meet the shortfall and the electorate returned us to office.

Now we are in the dark. Can someone tell us why?

PETER HORTON, Chairman, Education Committee,
55a Furniss Avenue,
Sheffield.

Not too late for changes

Sir,—Mary Warnock drew attention (September 26) to the need to bring back into education creative, productive and commercial aspects of life. Admirable!

Yet, relating that money has been squandered in our polytechnics she makes the astounding statement: "To try to change things at universities and polytechnics level is wrong. *It is already far too late*" (My italics!)

Is this arrogance, ignorance or mere corruption? I am sure there are many—specially outside educational circles who could even start today! In fact, one or two prominent Cambridge dons have already stated publicly that "one or two universities could profitably be closed".

DONALD HINSON,
6a The Chase,
Fairfield, Stockton on Tees.

Publishers' services under-used

Sir,—Sheffield University is to be commended on the results of its research, the bones of which saw publication in *The TES* on September 5. The article, "Which Textbook? Staff are baffled", raised worthy issues on which I hope I can comment.

The report was based on a small sample—only 33 local schools from the 33,000 in England and Wales. Regardless, it has identified some attitudes in the selection of school books and buying mechanisms, which would be recognizable on a national scale.

If teachers are baffled by the availability of appropriate books then the concern they show is to their great credit.

Teachers who cooperated with the report asked for additional facilities for book selection, some of which already exist and which they themselves are often under-using. Because the provided facilities bear no apparent charge and are longstanding, it is probable that they are now receiving less attention than they deserve.

For example, the report recommends "More publicity for sources of information, more local facilities for inspection including time off school occasionally and in-service courses on book selection."

The authorities of Clwyd, Avon and Powys arrange coach transport and school closure to coincide with a biannual book exhibition in those areas. In this way, teachers in those authorities can work at an exhibition for hours to make their comparisons. Education authorities which will not sanction this simple, positive support to book selection, leave their teachers to attend exhibitions either on stolen time or in a telescoped visit at the end of a day's work.

Publishers' representatives are ethically informed by meeting their company's authors near to publication dates. Publishers' representatives also have varying degrees of editorial contact, some having actual editorial responsibility. A crucial part of his job is written reportage on educational developments. This is formulated from a wide range of contacts throughout the fabric of the industry. New publishing is often the result of information from representatives. Their work is therefore influential. It is common knowledge that representatives can arrange for schools to borrow books on free loan for varying periods.

The report states that 13 per cent to 40 per cent of teachers find representatives' visits to be of no use. It therefore follows that from 60 per cent to 87 per cent of teachers do find them useful.

I find it worrying that the services of publishers should be under-used. Although companies do not outwardly charge for admission to exhibitions, for visits from representatives nor for the running of the inspection copy system, the cost of these activities is written into book prices. Thus teachers, and ultimately ratepayers, are paying for selection mechanisms when books are bought whether or not they have put them to the use for which they were designed.

JOHN CHRISTOPHERS,
Association of Publishers'
Education Representatives,
116 Baker Street,
London W1.

Assessment traffic must be two way

Sir,—The letter from Mr Turner (September 12) does suggest that there is a lack of understanding between employers and teachers. This I think is true and it is unrealistic for anyone to suppose that the lack of understanding falls on one side. Certainly there are employers who have little knowledge of the GCE and CSE and who use examination results as a sieve to reduce the number of applicants to, what is for them, a manageable number.

There are other employers who do not use examination results for recruitment purposes because the results come out too late in the year or they have made a conscious decision that their requirements do not fall into the established examination subjects and therefore their own selection aptitude

My experience, in general, not been that teachers are to explain and indeed, as cerned with the recruitment young people, I have found cult to establish contact in learn as Mr Turner suggests.

R. D. M. SMITH
27 Golden Hind Park,
Hythe, Southampton, Hants.

Fit for the dole

Sir,—May I take the opportunity to juxtapose a brief headline from page one of *The TES* of September 19 with a pair of key teaching posts advertised for a South Devon school in the same issue (page 71).

(1) "Teenage jobless figure set to rocket to half a million."

(2) PAIGNTON SCHOOL (roll 1,650).

Scale 4 Post—HEAD OF PHYSICAL EDUCATION DEPARTMENT.

Scale 3 Post—HEAD OF CAREERS.

South Devon must be an envied growth area in career terms if the needs of the school implied by this advertisement are to be accepted. This differs markedly from the fifties when I was in a sixth form of a school that overlooked Torbay. In those days a sniff of an A level sent one scurrying to London or the West Midlands in search of opportunities.

Or perhaps the priority implied suggests that as the number of unemployed young people rises we can avoid too many comparisons with the thirties by confidently asserting that at least they are now physically fitter than their unfortunate grandparents were.

G. P. W. WINTERMAN.
Head, Albion Road Junior School,
Willenhall.

COURSES

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The course will be of particular interest to those who have been working field of health and social education for some time and are seeking to their expertise in this particular area of concern and interest.

Further details and application form from: The Conference Secretary, 2 Mount Street, Manchester M2 5NQ. Tel: 061-834 7210.

'Outsider' image of careers

Sir,—I refer to the article; "Lo image harms careers service, radio station" (*The TES*, Septe 26).

I run residential courses to p pare fourth and fifth year p for school leaving and see a 800 pupils a year drawn from 40 schools throughout Glouc shire. We have been told that are not enough careers officer go round the country due, I I have been told, to past Gov ment forecasts. In spite of pre from stuffing we have found own careers service to be im tive and co-operative.

Careers staff, and I am a careers teacher, tell me that presence in schools is by invit and what they can do after i tion is limited by what tim provision schools make. My school made timetable provisi allowed pupils also to be with from lessons to see the ca officer. I understand this is no normal pattern and that schools will not even invite officers in on any regular b Consequently, when pupils careers officers on my course, a number it is a novel expe and I find this disturbing.

Further, and this may be ticized as subjective comme number of pupils deny careers officers or say that encounter has been of the bri kind. A fair number do not where their nearest careers is or when they can visit schools do not timetable care allow hard-pressed careers st withdraw pupils in lesson tim can hardly be surprised at C Radio's findings.

I was much impressed to Bradford earlier in the year staff manning a base on a Sa morning in the railway/bus where a very large numb parents and children were found. Perhaps this is th forward.

The Rev ROBERT MILLER,
24 Highwood Court,
Forest Green,
Nailsworth,
Gloucestershire.

APU survey: never mind the language

Sir,—In his account of the APU's first survey of the mathematical performance of 15-year-olds (*TES* September 19), Bob Doe has first misread and then misinterpreted paragraph 3.127 of the survey report.

It is untrue that "the report itself records that 20 per cent of the teachers asked for views on the questions thought the language used was inappropriate . . .", which is how Mr Doe read it. What the report actually does say (P. 64) is that, "the language used was thought appropriate by some four-fifths of those (teachers) who responded. A number of teachers did have reservations about the language of the tests in the case of their low ability pupils and particularly in relation to poor readers and recent immigrants."

Contrary to the impression given by Mr Doe, nearly all the remaining fifth thought the language of the tests was satisfactory for most of their pupils. Some of the remainder did not comment at all on the issue of language; only 25 out of more than 400 teachers who returned the questionnaire mentioned the difficulties of low ability readers and recent immigrants.

Mr Doe also fails to mention that the paragraph he misinterpreted relates only to the written tests and not to the practical tests which are administered orally to individual pupils by experienced teachers of pupils in the age group. The practical tests are included in every APU survey and one of the reasons for doing so is that low ability readers and recent immigrants will have difficulty reading written material whatever the content.

Mr Doe's account of the APU report went on to suggest that fewer schools participated in the APU survey than expected and referred to the results of a questionnaire survey written in the journal Forum by a Professor Gooding of New York. This survey, according to Mr Doe, "suggests that a majority of teachers in the north-west of England are against the APU testing programme and believe it will distort their teaching." No such conclusions can be drawn from Professor Gooding's survey to which only 49.6 per cent of the teachers invited to respond did so. (88.3 per cent of the schools invited to participate in the APU survey did so.) Professor Gooding gave few details of his invited sample and none at all about his achieved sample, except to say that it was probably biased. (Detailed accounts of both invited and achieved APU samples are given in the APU report.)

Moreover, Professor Gooding appears to have misinformed his respondents, 60 per cent of whom said they had little information on the work of the APU, by telling them that the mathematics tests place individuals in relation to a norm. His conclusion that "the traditional normative test is seen by a substantial proportion of teachers as an unacceptable method of national achievement testing", is a view shared by the APU mathematics group and monitoring team.

Bob Doe's final paragraph refers to what he calls "a survey of teacher reactions to the APU by Professor Nuttall of the Open University". Apparently this is Mr Doe's interpretation of an article by Professor Nuttall in *Education* a few weeks ago. Professor Nuttall did not conduct a survey. He claimed only to have spoken to some heads and teachers most of whom, like Professor Gooding's sample, expressed ignorance of APU work. Teachers contacted by both professors mentioned possible effects of APU testing on their work but no indication was given of the way in which the APU mathematics tests, as they are actually conducted, could have any adverse effect on the mathematics curriculum or distort the work of mathematics teachers.

Many teachers do know something about the testing. For example, some 85 lea's have nominated more than 100 teachers as testers in the practical mathematics programme and they provide the monitoring team at the NFER with informed critiques of the tests. Several groups of teachers in England and Northern Ireland have also contributed ideas and helped to develop test items. Perhaps what is actually being done will become more widely known when teachers have had an opportunity to read the reports now being published and more of them have met colleagues who have been directly involved with the work.

DEREK FOXMAN
Principal Research Officer,
Maths Monitoring Project,
National Foundation for Educational Research.

Bob Doe writes: Mr Foxman is right. I did misinterpret the paragraph he quotes, though the extra information that only 25 teachers complained out of 420 was not in the report. I did make it clear that teachers' reservations were not about the majority of their pupils.

Mr Foxman is right to point out the limitations of Professor Gooding's work. Nowhere did I report any conclusions from this research, however, merely what it seemed to suggest. Neither does Professor Gooding say his sample was biased. In fact he claimed there were reasons to be confident about the reliability of his data and that those who did not reply probably had neutral views.

Mr Foxman implies that the reply rate to the APU's questionaire was superior. It was higher but it was not 88.3 per cent. If 420 teachers returned questionaires from the balanced sample of 651 schools selected by the APU, the return rate was only about two thirds compared to Professor Gooding's half. Neither does the APU report say exactly who these teachers were in the schools surveyed, whether more than one teacher from each school replied or whether there is any reason to think their views typical.

Finally, I concede that describing Professor Nuttal's work as a survey was stretching a point. But I fail to see why Mr Foxman takes so much comfort from teachers' ignorance about the APU's work. Sixty per cent of Professor Gooding's sample not only admitted to this—they complained about it in spite of the fact that 82 per cent of the sample claimed to have read about the Unit's work or to have discussed it at professional meetings.

Perhaps the APU *would* be less misunderstood if teachers read its reports. Unfortunately, Dr Nuttall's inquiries among teachers who were concerned enough to attend meetings to talk about the APU suggest that they are not reading these reports. Neither do they see the relevance of them to their work.

Pacifists and independents

Sir,—In his review of Martin Ceadel's book about pacifism (*TES*, September 12), Dr John Rae wonders whether "pacifists may be dismayed to learn that a statutory right of conscientious objection to military service was first granted in precisely those countries that welcomed a flourishing independent sector of education".

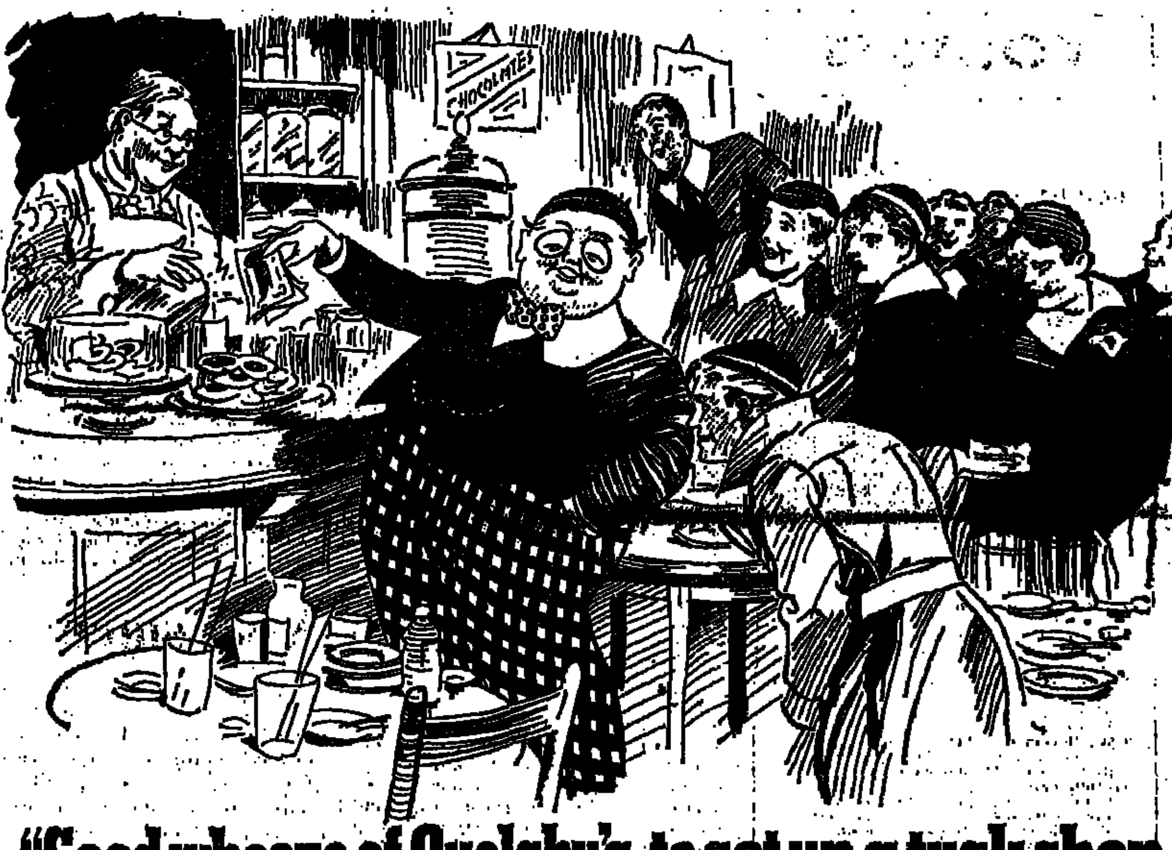
Could Dr Rae say whether those in the independent sector are likely to be similarly dismayed to learn that the independent schools flourished in precisely those countries that were tolerant of pacifism?

B. G. BURGESS,
Hobbit Cottage,
Stickling Green,
Clavering,
Saffron Walden,
Essex.

Third time unlucky

Sir,—How dare you write "come World War Three" (Number 3353, page 1).

ANDREW LEAVER,
Downside Abbey,
Stratton on the Fosse,
Bath.



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Key to the highways

Sir,—I was very interested in Richard Collingridge's letter in the *TES* of September 12 ("Road safety—invest in education"). He refers to the inadequate attention paid in the education service to traffic and road safety.

Readers may be interested to know that the Southern Regional Examinations Board, based at Southampton, has prepared a syllabus for the CSE entitled Road Traffic Studies (Mode 1), which should be extremely valuable in making teachers and school children aware of road safety. The syllabus includes such topics as the Highway Code, Causes of Accidents, the Driving Test, and Roadcraft. (The advertisement for this subject appeared in a previous *TES* and readers were invited to attend a special meeting at Southampton.)

I am a full-time school teacher but I am also a fully qualified driving instructor (HGV, PSV and cars) and unfortunately only too aware of the lack of attention paid in schools to traffic education. As Mr Collingridge says, it is all so easy to pass the responsibility to parents, cubmasters and road safety officers.

Teachers with an interest in furthering road safety education should contact the Assistant Secretary, Southern Regional Examinations Board, 33 Carlton Crescent, Southampton SO9 4YL, to obtain a copy of the complete syllabus. Unfortunately, as far as I know, this is the only board that is able to offer the subject, and I sincerely hope that other regional boards will consider introducing road traffic studies. It should not be left to just a few dedicated teachers to "push" road safety into whatever spare moments they manage to find at break times and after school.

JOHN E. FRIEND,
Elsenham Driving School,
Elsenham, Bishop's Stortford.

Danger of linguistic handicap

Sir,—I would like to make a few observations on an article ("Fighting culture shock", September 12) in which, perhaps unwittingly, Julia Hagedorn misrepresents certain of my views.

First, my fear for the child learning English as a second language is not that he will suffer a permanent linguistic handicap whatever the provision made for him at secondary level. I suspect, rather, that once oral fluency has been achieved he will, erroneously, be deemed no longer to have special needs and accordingly fail to attain standards otherwise well within his compass.

Second, it is not true that a withdrawal system is employed here because working with the second language learners within their own classroom has proved too disruptive for the other children. The decision to maintain our present form of provision rests on wholly other grounds.

Third, I would be most unhappy if after three or four years at school Diego declared himself English but his parents Spanish since, as might easily have been ascertained, he is Colombian. More importantly, while gaining an increasing mastery of the second language, he should, I believe, remain both sure and proud of his identity.

Finally, since it has been necessary to correct the misleading impression conveyed by Ms Hagedorn, I would like to put on record my belief that some positive movement towards the provision of bilingual education in appropriate schools is long overdue.

JOHN L. CROWLY,
Our Lady of Victories School,
Clareville Street, London SW7.

COURSES

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NEWS

Minority Arts Advisory Conference

'Teachers unaware of ethnic needs'

by Prabhu Guptara

Mrs Betty Campbell, a black headmistress from Wales, has called for the formation of black parents' pressure groups to try to make the education system in Britain more responsive to the needs and aspirations of Britain's ethnic minorities. She was reporting back to the main plenary session from the group discussing "Education and the Ethnic Arts" at the annual conference of the Minority Arts Advisory Service (MAAS) held at the Commonwealth Institute in London.

"White teachers are often ignorant of the cultural and philosophical backgrounds of children from ethnic minority backgrounds whom they teach," she said. This continued ignorance was not a deliberate stance adopted due to fears of being swamped by black people; it arose more from hesitation: teachers sometimes just did not know where to begin.

Their previously all-white classes had children from ethnic minority backgrounds, and they were expected to cope on the basis of their earlier training, which had not prepared them for multi-ethnic classes. They needed to be helped by in-service training. "Even if the concept of multi-ethnic education is wholly approved of in theory, it needs trained people at the grass roots to implement it, and that is where the difficulty lies.

"The pity is that students undergoing teacher-training now, are still not being prepared for the multi-racial reality of classrooms in Britain today, and there are so few people competent to provide the needed information in such colleges."

Teachers varied in their responses to the different ethnic groups that they taught, and there were differences in the "concessions" that they were prepared to make. Teachers could see the obvious difficulties faced by a Gujarati or Pakistani child whose parents came from religious, linguistic and cultural backgrounds that were strikingly different from those of a white child. But they saw no reason why children from Caribbean backgrounds, who came mainly from Christian and English-speaking backgrounds would react any differently from white children.

A representative of the Polish community said that children from East European refugee backgrounds have an even more difficult time, because they had little to distinguish them from other white children in school except "strange surnames".

The structure of MAAS was attacked on two points: first, it was dominated by the people from Afro-Caribbean and Asian backgrounds; and participants called for more people from Armenian, Chinese, Czechoslovakian, Cypriot, Greek, Hungarian, Jewish, Maltese, Turkish and other minority backgrounds.

Second, MAAS was incorporated as a limited company, rather than a democratic, grass-roots organiza tion; and there were fears that the call for democratization of MAAS, over the last three years, would once again be evaded.

MAAS officials said that the doo had always been open to whoever wished to come in and contribu —they were overworked, under-staffed (only two full-time and tw part-time workers), and under-financed (MAAS cannot, for ex ample, afford to pay com mittee members for travel expenses incurred in coming to London).

Some people at the conference said that membership of MAAS would bring in some money in terms of fees, and might encourage more people to volunteer help, as well as attract donations from ethnic minority communities, instead of being as dependent as MAAS is at present on grants from sources such as the Commission for Racia Equality, the Gulbenkian Founda tion, the Arts Council of Great Britain and the Greater London Arts Association.

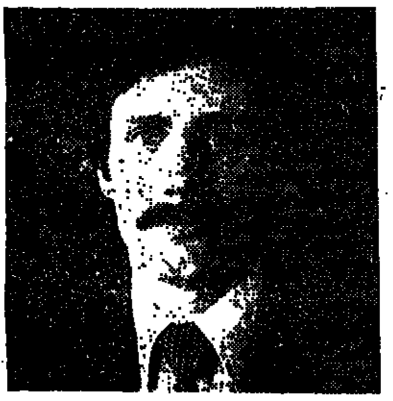
Conference members obtained an undertaking that they would, next year, be presented with a detailed scheme for democratizing MAAS as well as restructuring it to clarify the relationship of the central bo to local and regional groups.

People

Mr David Cope, aged 35, one of the youngest public school headmasters in Britain and the head of Dover College, has been appointed headmaster of the English School in Paris. The school, founded 25 years ago, has 600 boys and girls from 38 different countries and follows a British programme.

Mrs Veronica Roan, has been appointed head teacher of Bromley Hall School for the physically handicapped in Bromley-by-Bow after acting as head since January this year.

Mr David Giles, head of economics at the Lady Mary High School, Cardiff, has been awarded a three-year fellowship by British Petroleum to develop schools' knowledge of industry and commerce in South Glamorgan. He recently devised a Mode 3 CSE economics scheme which was adopted by the Welsh Joint Education Committee, and will be based at a teachers' centre in Gabalfa, Cardiff.



Mr David Giles

Mr Geoffrey Austin, aged 39, assistant principal at Nelson and Colne College, Lancs., has been appointed principal of Accrington and Rossendale College from January 1980.

Mr Douglas Gohl, deputy director of education for Hillingdon, is leaving local government after 41 years to take up a post in Bristol as deputy secretary for the Western district of the Worker's Educational Association. He served in education departments as a fully qualified administrator before becoming a teacher and then an education officer.

Professor Hugh Sockett, Professor of Education at the New University of Ulster, and **Professor Andrew Wilkinson**, Professor of Education at the University of Exeter, have been appointed to chairs at the new school of education opening at the University of East Anglia next year.

Mr Joslyn Owen, chief education officer of Devon, is the new chairman of the County Officers' Society until autumn, 1981. He has been taking the place of Jack Springett, the former chairman, since he left this spring to join the Association of Metropolitan Authorities.

Mr Elwyn Jones has been appointed a divisional director (child care) for Dr Barnardo's London Division.

Miss Julia Breed is the new head teacher of Friars Primary School in Southwark, south east London, after acting as head since April.

Miss Jane Gleeson is the new head teacher of Seven Mills Primary School in east London. She has been acting head teacher of the school since last September.

Mr John Thompson, at present under-secretary in charge of schools branch I at the Department of Education and Science will move to take charge of further and higher education branch I in November following the retirement of Mr Lloyd Jones.

Mr Donald Libby, at present ass tant secretary in the establishme and organization branch at the DE is to be Under-secretary, head the Departmental Planning Unit October.

Mr Nicholas Stuart, at present ad ser in the Cabinet of the presid of the European Commission, w be under-secretary, head of scho branch I on his return from Bru sels.

Mr Garry Phillips has bee appointed to succeed Professor Co rad Leser as Professor of Econ metrics at Leeds University fro October.

Dr Brian Lloyd, director of Oxf Polytechnic, is to retire in Dece ber. Dr Lloyd became director 1970 at the inception of the p technic.

COURSES

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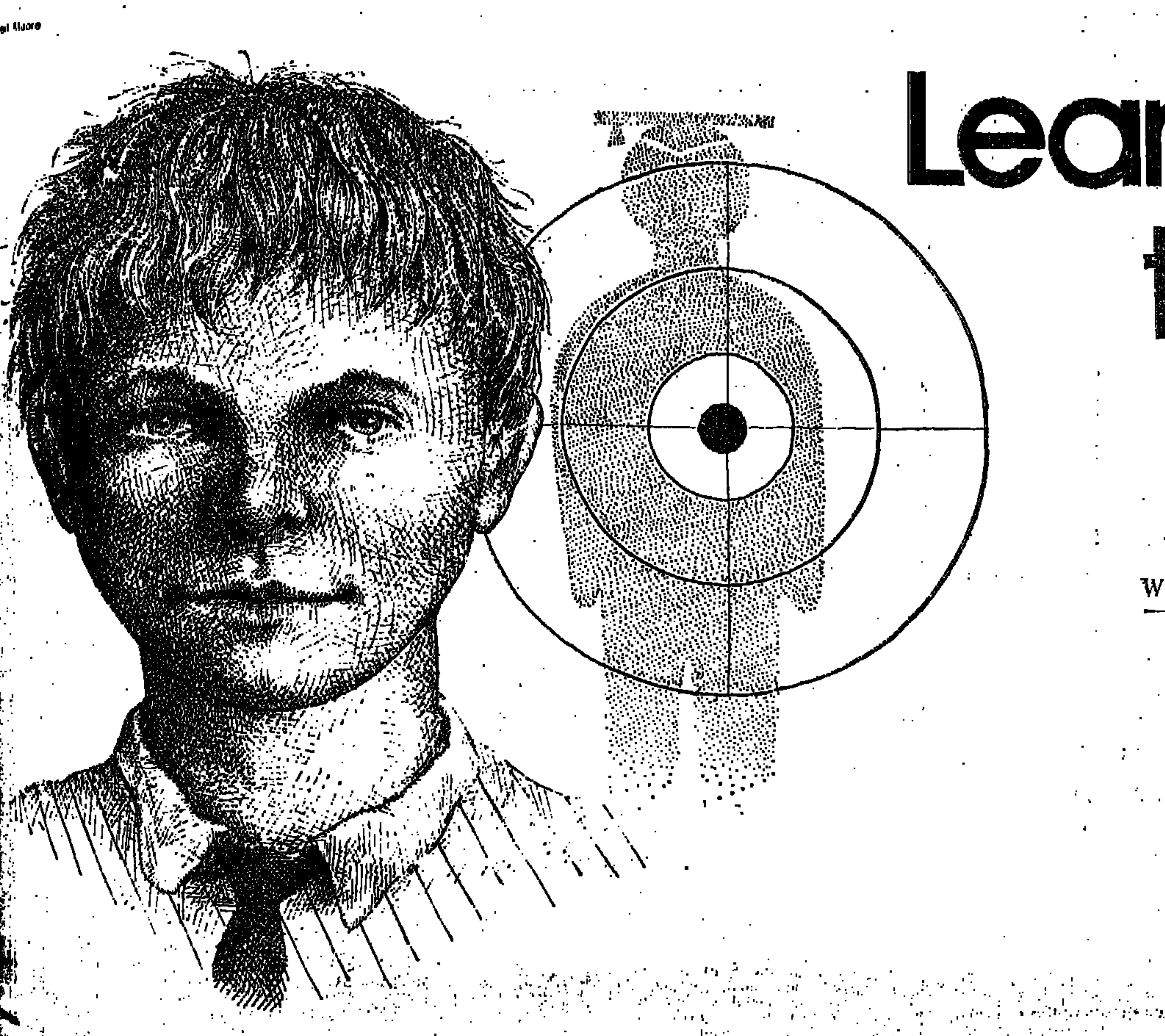

Learning to fail

Why do so many children become disillusioned when they move on to secondary school? Frank Flynn suggests some alternative ways of meeting the needs of the disaffected

"*Our* French teacher ran out of the room crying today. She's the third e that Darren's got rid of this year, d he's been suspended again."

This news was received by the teen s lounging around the youth club hout much interest. As suspensions e a fairly common occurrence among n, their indifference to yet another was hardly surprising. Apart from ren, two other members of the group e suspended from school: Errol for g an "inveterate truant" and Gillian being "disruptive during lessons".

lthough all three pupils expressed ffection with school in a more volatile ion than most others, it would be a e error to assume that they are ely isolated cases. While their respec schools were, with some justification, ly engaged in labelling all three as oblem children", I wonder if anyone ed to ask why those particular three d such a problem.

ather than being a simple case of e kids failing to cope with school, ht it not just be conceivable that the ools involved were failing to cater for needs of Darren, Errol and Gillian? loser examination of Darren's situation ght help to illustrate how the present em could be failing all three pupils, thousands of others like them.

arren is a slight 15-year-old with a ed mop of brown curly hair, a pair rt blue eyes staring out from a pale, led face. Physically he is light years from the popular image of a justed child. Yet in the three and years that he has been attending dary school Darren has been ex d from one school, and suspended erage at least once a term, for s ranging from three days to three s.

his junior school, however—while greatly interested in the more mic areas of the curriculum—he did st work to the best of his abilities ok an interest in school life. What transformed him from being an member of the school community der breaker"?

There is no single answer to such a question; too many factors are involved. It is tempting, perhaps, to attribute Darren's problems to his transfer from junior to secondary school, but such an explanation omits the onset of adolescence, and all of the attendant problems that accompany it. Who is to say that in his present mood Darren would not have posed equally serious problems for his junior school?

Because it coped with his needs up to the age of 11 does not mean that it would cope quite so well now that he is in his mid-teens. Even before the age of 11, Darren often became "restless" when required to do basic subjects for any length of time. But his junior school managed to keep him involved and progressing by allowing him daily involvement with the dominant passion of his life: games.

While never an outstanding natural athlete, Darren was highly competent at a wide range of sports. The flexible structure of his junior school allowed him to develop this interest. At the same time it was used as an incentive to keep Darren involved with the wider aspects of school life. His various roles—as a member of a number of school teams, reporter of games in assemblies, and statistician for scores and results—gave him status in school, confidence in himself and, most important of all, a sense of belonging.

Games provided him with a subject that he knew he was good at, that he enjoyed doing, and that provided him with a secure base from which he felt able to involve himself with the other aspects of school life. Slight though it may appear, this in itself was sufficient to counter the difficulties Darren experienced with the more academic areas of the curriculum.

Sport had an important role to play in both of Darren's subsequent secondary schools, but it was always a compartmentalized role. It never featured on a daily basis as it had in his junior school. As sport became less accessible to Darren's life as a pupil, its prestige value also declined in his eyes because it no longer appeared to be central to the life of the school. With the onset of disillusionment came the onset of disruptive behaviour. Teachers and other pupils were made to pay a heavy price for Darren's alienation.

A similar pattern emerges from the school careers of Errol and Gillian. Both experienced difficulty with academic subjects, yet both were willing to persevere in junior school while their dominant interests were being catered for. In the case of Errol, that interest entailed playing in a steel band; in Gillian's case, pottery was the love of her life. But as these pursuits became increasingly peripheral activities in the secondary school, both pupils became increasingly disruptive.

I am aware of the benefits to be derived from a broad-based curriculum, and of the dangers of premature specialization. But, in a number of cases, the theory becomes counter-productive—and not all are going to be children who have learning difficulties.

Many able children with a talent for a subject often resent the fact that most schools fail to give them sufficient time to develop their potential in that subject. While the extent of their disaffection with school life might never be quite so apparent as that of Darren, Errol and Gillian, in all cases the end result amounts to much the same thing: wasted potential.

In the case of pupils who express their disaffection with schools in a forceful manner, efforts are often made in remedial departments and withdrawal units to cope with the needs of children disenchanted with normal schooling. But the problem is not one that necessarily requires the help of a remedial department or, for that matter, a withdrawal unit.

As things stand, these departments are greatly overworked, and ways should be sought of reducing their workload—not increasing it by referring pupils who have no real need to attend in the first place. Containment rarely teaches anyone anything other than how to be contained, and that rather badly.

The flexibility of many primary schools enables them to cope with the problem of pupils such as Darren fairly positively. While there is room for even greater flexibility, an urgent need exists for secondary schools to move beyond a policy of mere containment.

There would seem to be a very strong case for establishing departments within secondary schools, staffed by teachers who are prepared to waive their status as subject specialists, so that they are free to teach according to the needs of their pupils. If a particular child's needs happened to lie outside the area of expertise of the teachers working in the department, they could learn with their pupils.

This in itself would greatly enhance the learning process for some pupils who had experienced difficulty in the past, as it would place them on an equal footing with their teachers. For once the teacher-pupil dialogue would be between equals.

Secondary schools have enormous resources of specialist knowledge spread among their subject teachers. This knowledge could be tapped by teachers working in non-specialist units of the type outlined, who could turn to colleagues for advice and information.

Pupils could be "fed" into subject lessons according to their interest and ability. There is no reason why this could not happen vertically across year groups, so that, for example, an interested third-year could work with fifth-year pupils in the subject of their choice. Teachers would be able to build learning skills upon the pupil's dominant interest, and then lead that interest into other related areas of the curriculum, ultimately achieving partial, if not total, integration.

The task is not an easy one, but the alternatives are few, and the needs of pupils like Darren immediate and urgent. Without some tangible educational achievement behind them, however small, they will merely be more statistics in the dole queue.

Frank Flynn is deputy head of Vittoria Primary School, Islington.

Next week, in response to demand from teachers, the BBC are beginning a series on nuclear power. In France, a recent poll shows 70 per cent of lycée age students in favour of slowing down or stopping the nuclear power programme. Rick Rogers and Anne Corbett report on how schools in Britain and France are getting to grips with the nuclear debate

Pushing the facts

Rick Rogers

"There is no doubt that sixth formers feel nuclear power is an issue they need help on. They don't get it in school."

That view is from a field officer for the BBC's Schools Broadcasting Council. It is backed up by last December's HM Inspectors' secondary school survey—less than 5 per cent of schools relate science to environmental issues. Examination boards put little emphasis on energy matters in their syllabuses. The Schools Council is "really not aware" of anything going on in schools connected with the nuclear debate.

All this is not lost on the propagandists and polemicists—from the government-backed Nuclear Power Information Group (NPIG) to the major anti-nuclear organization, Friends of the Earth (FoE). A mass of people between the committed poles are just not sure—yet. And many of them are young people in school.

The lack of school involvement can be traced to two key factors: the relatively muted general public debate, let alone agitation (relative, that is, compared with the United States and France); and an unwillingness by education authorities and schools to handle what are categorized as "political" issues.

Cumbria's local education officials claim to know nothing about the existence, never mind the scope, of teaching about nuclear energy issues in the county's schools. One adviser did recall that a few years ago some children did a survey of radioactivity in seaweed around Windscale.

In contrast, Suffolk's science adviser, Leslie Smith, says: "With the Sizewell nuclear station in the county, you can't avoid the issues. But we try to concentrate on things that are more factual: what sort of precautions need to be taken, and so on. We leave the children to make up their own mind about other aspects."

June Bowry, the environmental studies adviser, confirms the high level of interest. There is a lot of concern about the proposed pressurized water reactor at Sizewell—the Harrisburg type. At two overflowing public meetings in nearby Leiston "a lot of youngsters from the local secondary school were asking very searching questions; they were well aware of the issues".

That awareness is no real thanks to the nuclear industry. Britain began its commercial nuclear power programme in 1956. But only in the past few years has the industry got together a coherent and well-funded public relations campaign. It began following the growing criticism of nuclear power policies in America.

This "be prepared" attitude led in 1976 to the creation of NPIG, run by eight public and private sector nuclear companies, including the United Kingdom Atomic Energy Authority (UKAEA), British Nuclear Fuels, the Electricity Council and the Central Electricity Generating Board (CEGB). The Group is meant to coordinate the PR services of the members, although each still operate its services independently.

In addition, there are the British Nuclear Forum (BNF) and the British Nuclear Energy Society (BNES). The former, housed in the UKAEA building, is the private sector's talking-shop, which also runs an information service for MPs—and which it hopes to extend to schools and colleges. The BNES is a "forum for discussion" for 11 engineering and scientific institutions, relying mainly on information material from the UKAEA. Both have some minor contact with schools.

The big one though is NPIG. It operates a travelling exhibition, "Atoms for Energy". This nuclear road-show began a year ago and cost £40,000 to construct. Each siting costs £25,000, and by the end of 1981 the exhibition will have visited 20 towns and cities (that is £500,000). Advertising costs top £100,000. The CEGB runs a separate talks service, which regularly calls on 200 nuclear power experts, and which advertises itself to schools. Publications, films and slides push the PR costs to £2.5 million a year.

The nuclear industry regards this as "strictly an educational role, and not very high-powered". One CEGB official said: "The public are even more naive than schoolchildren, so it is all pitched at a pretty low level." But an estimated across-the-industry annual PR expenditure of over £5 million does not sound like a low-level operation. And about half that goes on schools work and other contact with young people.

While that much goes on PR for *nuclear* power, the total allocated for research into alternative forms of energy is a mere £6 to £11 million. The government's total energy conservation programme runs to £100 million, of which a mere £100,000 is earmarked for work with schools.

Compare all that with FoE's modest energy campaign budget of £50,000. (They would of course spend more if they had it.) FoE produce reports, pamphlets and posters, and organize talks, conferences and demonstrations to get the anti-nuclear view across. In the past nine months they have had over 200 letters from schools. Telephone calls are not logged, but are reckoned to match the number of letters.

Many are from children doing general studies projects on energy, but some are from teachers after a visit from the CEGB talks service or the Atoms for Energy road-show. They want someone to come and put "the other side of the argument". (Indeed, the purpose of the exhibition was stated in a speech at the opening. A top civil servant from the Energy Department called for "unreserved support for nuclear power".)

Although, oddly, FoE claim not [illegible] schools as a key target, they try to [illegible] the demand, relying heavily on [illegible] branches. After an FoE talk, [illegible] often sends down a pro-nuclear spe [illegible] and vice versa, in what is fast becom [illegible] a "propaganda sniper-war" between the two.

Contrary to the low-key impres[illegible] given by the industry's headquarte[illegible] staff, nuclear power stations run a vi[illegible] ous public relations and information [illegible] vice for schools. Windscale took [illegible] initiative by writing to Cumbria's ed[illegible] tion officer and then circulated schools with information. In 1979, [illegible] 3,000 children visited the station and lectures were given in "educational es[illegible] lishments".

There are also speakers' panels, [illegible] tape presentations and "a special [illegible]" (no, not *The China Syndrome*). La[illegible] Dungeness, in Kent, had about [illegible] children on group visits. (There's a[illegible] a minimum age limit of 14—"You[illegible] children might fall through the [illegible] barriers!") Hinckley Point in So[illegible] operates a nuclear talks service, and [illegible] training engineer regularly visits [illegible] and other teaching staff.

None of this, of course, is nece[illegible] sinister, nor unique in British in[illegible]

many respects stations provide a valu- educational service—although, as teacher said: "There's not much to at a nuclear power station." What urbs some, though, is the increase in rally directed propaganda and a grow- unwillingness to straight-talk about controversial issues.

r example, there are numerous rs and gaps in much of the literature g produced—on costs, safety factors, ents and leaks. And the original l aim "to provide the fullest pos- information on nuclear power" is ng into a dangerous cover-up opera- all on public money.

is operation is geared more to secon- than primary schools. The only ganda material for young children. 0-page picture book called *Nuclear how!* (with the unfortunate subtitle *an element of truth*). Visually, it al; more worrying, it is educa- incompetent. Over 70,000 have tributed.

er bet is the more general energy mpiled for primary schools by the ent of Energy. Hampshire county has also produced an energy- pack for primary and middle

the pressure from both sides , so far, well below that in the States. For example, American are advised in detail by the anti- lobby on "how to oppose nuclear n the classroom". Some of this is now available in Britain.

ic problem is that there is little material that is both "inde- " and credible. Mike Wild of Polytechnic has produced an Collection for Longman's general series, which includes nuclear the facts, the risks and security). servation Trust also offers a pack—nuclear power, the issues mes.

schools develop their own for CSE work, such as Groby ity college in Leicester (see the September 26). Nuclear power with in some A level science , notably in Nuffield physics. is not much else—hence, the officer's comment on the need.

onth, beginning on Monday, the putting out a three-programme series for sixth-form students. It will deal with the the nucleus, the risk factor, and . Andrew Neal, the series , says the programmes have out as a direct result of teachers' for the issue to be covered.

rogramme does "put over the inst nuclear power as seen by s", and ends with a statement industry "can and does" answer isms. But the series does not any conclusion. "There's no ys Neal, "that the BBC can ther side is speaking the truth. p to us to make sure people are sk the right questions".

January, another part of the s gap will be filled by a new and Society teaching project, d by the Association for Science n (ASE). It has an energy sec- h handles "the virtues or other- nuclear power stations".

Lewis of Malvern College, who project, blames the schools for tremendous ignorance among and children" because they handle this sort of issue. He t that "in the sixties science s only went up to 1895, and until no school mentioned nuclear

jor aim of the project is to chers better informed. Lewis that priority must now be "to facts". There is a lot of ground up.

ers is Education Correspondent w Statesman.

of the Earth, 9 Poland Street, W1V 3DG (01-434 1684—send r information).

on for Science Education, Hat- echnic, Hatfield, Hertfordshire

Power Information Group, 30 , London SW1P 4RD (01-834

Electricity Generating Board, House, 15 Newgate Street, Lon- 7AU (01-930 5454).

Country halt: police arrest one of a group of protesters who earlier this year stopped a train carrying nuclear waste through Gloucestershire.

Living with radiation

Anne Corbett

By 1990 France will be more dependent on energy from nuclear sources than any other European country. So the Government has a strong interest in getting the French used to the fact.

Where more obvious to start the process than in the schools? Given France's legendary reputation for having a curriculum defined in detail by the Government, you might expect that information supporting nuclear energy would be sandwiched into all the relevant programmes; environmental studies, economics, geography and science.

But you would be wrong. When I rang the French ministry of education, I was surprised, after much ferreting round, to be told that there were optional sections in the fourth year science programmes and similarly in the history-geography-economics courses. Further digging around produced some brief references to the pre-*baccalauréat* programmes in the sixth and seventh year of the secondary school.

The approach to the diffusion of information about nuclear energy is much more politically sophisticated. The ministry, as a spokesman admitted, is bound to take account of "realities". In other words, to recognize not just that teachers are traditionally suspicious of ministry attempts to put across something controversial, but to recognize also the political divide: the unions are dominated by one bit or other of the Left, the Government majority is on the Right.

In such a context it makes little difference that the Left is divided, the socialists openly split on *le nucléaire*, the communists more covertly so, given that the leadership approves. Added to that, public opinion polls show increasing doubts about the energy programme, with the young particularly hostile. The latest poll, published at the end of last month, shows 70 per cent of the *lycée* age group wanting the construction programme slowed down or stopped, even at the price of rationing energy consumption.

The ministry has not abandoned a position in the face of such evidence. Rather, its strategies are elaborated in the knowledge that "teachers can be relied on to take an independent line." So, the Ministry of Education concentrates on extra-curricular activities and the discretionary area of the timetable as the place to deal with nuclear energy. This fits in well with a ministerial priority to "enrich pupils' experience of contemporary culture", be it artistic, environmental or scientific.

A new section of the ministry (*le mission d'action culturelle en milieu scolaire*) has, for example, sponsored general television programmes of scientific research, backed major travelling exhibitions on different forms of energy, and helped devise a computerised game which gets players to relate their choices about the type of society they would choose to live in to the energy consumption implied.

There has also been a reform of the "free 10 per cent" of the timetable which individual schools decide how to fill. They are encouraged to devise projects (so-called PACTES—*projécts d'activités éducatives et culturelles spécifique à chaque collège et lycée*) for which they can get financial assistance from some public body.

The links with nuclear energy appear tenuous. Last year's energy-oriented PACTES were not only a minority of PACTES submitted, they were dominated by schemes for building solar panels or windmills. But the possibility of recourse to outside funds strengthens the contact with schools by such bodies as Electricité de France (EDF) and the Commission de l'Energie Atomique (CEA), which have a vested interest in "selling" nuclear energy to schools.

EDF has always had a reputation for going straight for its target. One of its directors set the tone in 1973. The moulding of public opinion "should start on the classroom benches. . . . Children and students should learn to live with radiation as they have learned to live with microbes." Its present activity centres on tours for teachers to reactor sites and the distribution of documentation.

The EDF teacher liaison officer specifically concerned with the Paris region maintains that EDF cannot satisfy the demands for tours quickly enough. "No one wants to go to coalfired plants any more." At the national headquarters there is much insistence on that fact that this information is "objective" and that nothing is imposed [illegible] other; EDF merely responds to demand. For example, in the past three or four years, EDF has distributed 40,000 copies of sets of slides and a commentary on technical aspects of the nuclear industry, 26,000 on safety issues.

"Coolly technical, rather than rabidly pro-nuclear, they are essentially reassuring. The technical set for example maintains that radioactive waste can be dealt with by embedding it in glass. But while that is indeed what the nuclear industry would like to do, the process has not yet been mastered.

It is the kind of fact which explains why there has been a long history of protest, although the protest remains a minority phenomenon. Some dates back to an unsuccessful French Friends of the Earth attempt in 1975 to prosecute EDF for putting misleading information into children's comics as background material for a competition. But much of the protest is of the hard slog kind, like the counter-information commentaries provided for the EDF slides by a group of scientists, (the GSIEN) some of whose members teach in the prestigious Collège de France and others are senior members of the scientific university, Paris-Orsay. On a number of issues the non-communist trade union-federation (the CFDT), which has many members in the nuclear industry, provides another rallying point for protest.

As GSIEN members say, they cannot match the resources or communications networks of the EDF. They have sold 8,000 copies of their counter-commentaries—to EDF's 40,000 on the technical aspects, 26,000 on safety. Nor do they have automatic access to the documentation lists and displays of the educational documentation centres established in all regions.

Nor can they compete in indirect influence. A GSIEN professor quotes the example of a textbook on electrical and nuclear energy distributed free to all secondary schools. The publishers, Eyrolles, omit to mention that three of the authors are ministry inspectors and the two others are EDF engineers. While visiting the CEA, the first thing I saw in the office of its teacher-liaison officer was the pile of school textbooks on the window sill. They were being examined, I was told, so that new material could be suggested to authors working on subsequent editions.

But the CEA, like the EDF, rejects the idea that it is putting across a propaganda line. To the extent that the nuclear debate is informed, says this official, Paul Ginot, it is because CEA engineers and scientists want the debate out in public. For example, on the training courses which the CEA offers teachers, much time is taken up on debate with atomic energy workers.

Which brings the issue back to the teacher in the classroom—and the ministry's [illegible] contention that teachers can be relied on to look after themselves. But can they?

A physics teacher in a school near the nuclear reprocessing plant at La Hague—the French equivalent of Windscale—talks of teachers being "strangled" by the official programme, some of which she maintains is inaccurate. Typically, while the mathematics and science oriented *baccalaureate* courses do deal with some aspects of nuclear physics, it is highly theoretical, in no way tied in with how a nuclear reactor works.

She claims that only the literature and philosophy *bac* pupils can work seriously on the issues, since their programme is "particularly flexible". But that depends on the initiative of individual teachers in making use of counter material alongside the ample documentation of official bodies, and the willingness of the teacher concerned to administer small "homeopathic" doses of alternative information within the constraints of the official programme.

Too many teachers, she says, are the ministry's "silent accomplices". Hence the demands of her union, the CFDT-SGEN (*Syndicate Général de L'Education Nationale*) that information should be balanced, both for and against. "It is no part of our job to fight a propaganda battle" says a colleague, a teacher of English from Cherbourg. "But we need to be able to show both sides."

It is obvious that many pupils make up their minds quite regardless of what happens "on the school benches." In this they are likely to be much less inhibited than their teachers. Recent leaks of radioactive waste from La Hague; the revelation that many of the new reactors coming into service have cracks to which present technology does not yet have the answer; television coverage of the public inquiry at the protesting Brittany village of Plogoff under the control of an occupying army of police; even the prudent marketing move to suppress the name La Hague on a Normandy butter—all these have their effect. As that recent poll shows.

Village march: demonstrators in Plogoff, Brittany, protest against the proposed siting of a nuclear power station.

Complaining and explaining

"Diaries like this shouldn't be written, but if we have to have them . . ."

William Waldegrave on Barbara Castle

The Castle Diaries. By Barbara Castle.
Weidenfeld and Nicolson £14.95. 297 77420 4.

Disraeli said, "Never complain and never explain". That is a hard saying, perhaps only within the capacity of genius to observe. Disraeli himself managed it, and a few others. The million or so words of complaint and explanation from Richard Crossman, the million now from Mrs Castle inexorably signify membership of the second division. This new genre of political diaries bastardizes the literary form of Pepys or Horace Walpole in just the same way as the kiss-and-tell productions bought by the tabloids.

These are not diaries, in the private sense—the scribbled secret thoughts of teenagers or of Evelyn Waugh; nor are they proper books, written to explain to some distant and unknown posterity the truth about the writer's life and times. Mrs Castle's book, like Crossman's, finds readers within months of its completion, and the readers—literary agents selling to the heavy Sundays, political science teachers and students, colleagues and participants in the events—are very exactly known. The characters who appear know that they are being recorded ("Eric Varley passed me a note: 'Note for Barbara's diary . . .'"). There is none of the rigour of a formal description of events; as Mrs Castle says, the book is "a contribution to history": that is, a basis for someone else's work. As a book, then, this has no literary merit.

How then are we to judge it? The criterion must be that of the investigative journalist, coming upon a leak, a Deep Throat, a mole. Is this a useful leak? A productive mole? What do we learn? First, a criticism of the presentation of the book. The graduate students and journalists who will use it would surely find it easier if there were some chapters, or categories of indiscretion. This reviewer found himself reading the 750-odd pages from beginning to end, rather like a swimmer caught in a tide race, but that is hardly practical for the professional. Within a single page we leap across half a dozen subjects: it is immensely difficult to follow a story through. This is a failure of editing.

But what about the more important criteria? The "contribution to history"? What do we learn? Not all that much. We have confirmed for us the fantastic irresponsibility of the Wilson-Foot government of 1974-75. Nothing mattered between the two elections of 1974 except winning. Thus, Bob Mellish: "we had just got to stop bothering about what was right for 12 months' ahead and concentrate on getting—and winning—an election as soon as possible". No better argument against minority governments, coalitions, and the rest, exists. We are still struggling now with the consequences of that 12 months of electioneering. Only by page 396 (May, 1975) is there any understanding of the seriousness of the worst inflation Britain had seen since 1919.

There is little which is surprising in the accounts of the battles to restrain public spending and to stop the surge of wage demands which Labour had itself done so much to encourage in the two 1974 campaigns. After all, this was a government which leaked at the time like a sieve. There are full accounts of the disputes in the NHS, which may, I suppose, have a specialist interest. There is a good account of the chaos of the anti-European referendum campaign, ruined by Benn's vanity. There is little socialist theory of interest: Mrs Castle's theory of government is on page 73: "Here is another election pledge we should have kept, and damn the consequences—a healthy attitude for any Government".

"I am a peasant at heart . . ."

Of course, in fact the "contribution to history" is not just a matter of providing what are alleged to be facts. Mrs Castle is also determined to justify herself, and to get her own back on her colleagues—above all on those who had used her and then dumped her over "In place of Strife". It is this polemical part of the book which is the most successful. Her thumbnail sketches of her colleagues are deadly. Roy Mason: "competent little right-wing so-and-so". Roy Jenkins "havers all over the place". Callaghan is "an alien right-winger" who is by turns "petulant" and "ingratiating". He is full of defeatism. "If I were a young man, I should emigrate" is his view. Hattersley is "an able, tough, unscru tyke". Astonished, she watch change in Michael Foot from libe one end of the "Foot-Healey a perious" becomes the adjectiv She has the nation's love-hate with Wilson.

But her main hatchet job is Tony Benn. Nothing she can say publication, no backing of him fo ship, can restore the total wreaked by her account of him "Pretentious" "dominated by "high-pitched recklessness", " face choices", "unctuousness" of it. The picture is really qui He is wild-eyed" ('He never en had said to us earlier. 'He nev sleep either, but he does that now')" and he revels in Wilke tion of himself (and Sir Keith) "old testament prophet". It picture of a man who should be seriously for the Premiership.

All this, if a little strong on the sounds real to me. She is capa warmth, too. Her exasperated David Owen, her grief over the Brian O'Malley's death, her inst tion of the outstanding worth of equally ring true, often touchin image of herself is a treat. She she is really sweet and soft. " prise, the most forceful speech by me." Not to anyone else think. She fancies herself as pre ing in debate: "so I found my away into a measured but devas cal analysis". (It somehow rem William McGonagall's self-critic been devastated before now by th but I remember the weapon as like a steam hammer than analysis.

But through it all show virtue very real, and rare enough in indeed anywhere else. She h courage. She works fantastically knows how to use a Department. the loyalty of her civil servants the Bennite whining about she got them working for her. her too. She is generous to frien nents. She loves England, an corner of it at Hell Corner Far peasant at heart and—what kulak"). She loves her husband and her friends. By the end not as the result of art but we love her a bit too.

Diaries like this should not they will ruin trust amongst drive policy discussion deep secret recesses of Whitehall, w ted people ever go. But if we them, it is difficult to begrud her fair crack of the whip. sible not to feel for her finally gets his revenge for denunciation of his double-de Place of Strife". "To turn Ennals—really." Quite. She Thatcher "If we have to have luck to her." This reviewer have to have socialists, let them and tough and patriotic—like —and good luck to *her*."

A case of blarney

Tom Corfe on the history of Ireland's troubles

Ireland: Land of Troubles. By Paul Johnson.
Eyre Methuen £6.95. 413 47650 2.
The Conflict of Nationality in Modern Ireland. By A. C. Hepburn.
Edward Arnold £5.95. 7131 6261 9.

Paul Johnson, launching his assault on Irish history, deploys characteristic vigour, confidence and originality. He attacks on a broad front; yet he leaves yawning gaps. He tells a readable tale, though he sometimes displays slapdash carelessness. He has read widely but somewhat capriciously, so that he seems to ignore much useful inquiry from the past two decades. He has no particular axe to grind, no startlingly fresh insight to offer, and no special thesis to proclaim; unless it be that Ireland has suffered more than its fair share of nastiness and misery. These misfortunes are clearly linked, though in an ill-defined way, with the mismanagement and neglect of interfering British rulers. "Too little, too late", the classic condemnation is repeated; and Mr Johnson concludes that the Anglo-Irish connexion was a mistake from start to finish. Yet those who made the mistake, those who muddled and delayed, are not, it appears, to be blamed for it. Right from his opening assertion that "the English presence in Ireland arose from the failure of Irish society to develop the *institution of monarchy*" Mr Johnson makes it clear that the involuntary trouble-makers were well-meaning victims of awkward Irish circumstances.

"The clashes between the English and the Irish . . . necessarily form the substance of such a book as this", we are told; and there is no attempt to evaluate the considerable mutual benefits from the long association. We are given a narrative account of the conflicts over eight centuries. The trail followed is not by any means over well-trod, and it is entertaining to wander off from time to time along unexpected and unconventional byways; but the paths often seem aimless, and our guide does not inspire confidence.

The book is stimulating; but only in the sense that it compels the cautious reader to check on its bold generalizations and overstated facts. It is provocative, in that its exaggerations raise sceptical suspicions. There is little in the way of comment, discussion, reflection, and there are surprising omissions and weaknesses. The American power-house, driving on the nationalist movements from 1878 to 1916, feeding in men, money, inspiration, organization, dynamite and propaganda, is hardly mentioned; the multifarious activities of John Devoy go for nothing. The Gaelic language movement, the activities of Catholic priesthood and hierarchy, the economic tangles beneath the troubles, all suffer from inadequate or superficial treatment. Stress is rightly laid on the English or Anglo-Irish origin of Irish nationalism's most ardent apostles, from Parnell, Pearse and Childers to Sean MacStiofain; and the consistent hostility of Rome and its clergy to Gaelic custom and vernacular is emphasized. In each case Mr Johnson makes a good point and spoils it by overstatement. "Once the priests backed English", he asserts, "no power on earth could have saved Gaelic".

Carelessness is too often evident. In a book that is generally well produced, too many trivial and annoying misprints appear in the less familiar names of people, places and footnoted authors. One sentence may illustrate the book's methods and weaknesses. We are told that "when the new Irish literature did in fact appear, in the 1890s, those who produced and sponsored self, Lady Gregory, Standish, J. M. Synge, Douglas Hyd Russell (AE) and others— ingly Church of Ireland".

The footnote reference recommends two books tha the religious convictions of fact the sentence (and others based on J. C. Beckett's *Anglo tion*, but there the statement cautious and correct: "Those wh all be movement importance if not by birth and inheritance: Yea to the Church of Ireland: Standish, James O'Grady, J. M. Syn Lad Hyde, George Russell (A.E.)."

A. C. Hepburn's well-chosen and edited anthology is more limited more conventional and careful Its brief extracts are drawn sively from the pronouncements ticians, and the literary side of goes unrepresented. The great rub shoulders with the obscure lished; Parnell proclaims the for of the nation, just as he does gold in O'Connell Street, alongside Jeremiah Mee observing Sinn Fein in action at grass-roots level. We rather sketchily the growth of century nationalism; and more sively the resultant problems tieth-century governments.

The two books end on a c seeking out the glimmer of brighter future in a dark, confu

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Spare us the entertainers

Richard Mabey on a week's television

The Thames Telethon established beyond any doubt that television has created not a global village but a saloon-bar entertainments complex somewhere out on the North Circular. I suppose it is improper to carp about any show which can raise more than £1m for childrens' charities. But what can have been its cost in terms of production embellishments, not to mention the jaded nerves of those charitable enough to endure it? In an atmosphere of leery chaos that resembled the fag-end of a New Year's Eve party Jimmy Young repeatedly directed us towards the wrong locations, dance bands blew hopelessly into the acoustical void of the Wembley Conference Centre, comedians who looked to be way past their bed-times threw darts, drew raffles and tried, unsuccessfully, to raise a laugh on the Most Miserable Faces in London. The secret of the programme's financial success was given away inadvertedly during the one reasonable act of the evening, when Cliff Richard sung two songs to his own solo guitar. It was an impeccable performance, and every phone in the tiered reception area went dead. He was too good, too distracting. Perhaps, in the light of this, Thames Television's technocrats, will spare us the entertainers altogether in the next Telethon, and devise a way of turning it into a community Space Invaders, where the object is to undo your neighbour's donation.

The contribution of television's technological expertise and patronage was shown to rather better effect in Arthur C. Clarke's Mysterious World, (Yorkshire Television) this week on the huge figures that are carved on rocks in both the Old Worlds and the New. Yorkshire Television helped provide aerial photography of many of Britain's hillar chalk figures and interviewed the locals of Cerne Abbas in Dorset about the origins of their notorious giant. "A sex symbol" one replied. "Last year a local girl went and sat on it. She should have had her knickers off, but she got pregnant anyway." They also co-ordinated a test on the compaction of the soil around the figure, which to the amazement and delight of the historians, proved that there had once been an additional loop in the outline which made it resemble a Roman depiction of Hercules with his club and lion skin. Much of the rest of the film covered Jim Woodman's surveys (from reconstructed Indian hot-air balloons) of the astonishingly long, dead straight lines and emblematic figures that cover the Nazca desert in Peru.

These helped to confirm that this series is simply a rather good account of the fringes of prehistorical research, and that its only connexion with mysticism is in its selection of subjects. The real mystery is why on earth Arthur C. Clarke should be credited with the programmes. Presumably the patina of science fiction his name lends is thought to add more to their pulling power than any straight archaeological billing could.

If toadstools were still regarded as formed out of toad's spit or "coagulations of thunder" they too would have been fair game for this series. Barry Paine's The Rotten World About Us (BBC 2) succeeded in bringing them out of the intellectual shadows without detracting from their bizarre fascinations. There was remarkable footage of a stinkhorn's eruption (a physical expansion, not organic growth), of the blizzard of spores that rain down from fungal gills, and electron microscopy of mycetial battles inside cowpats. And underneath, a well-sustained bass-figure emphasizing that these moulds and excrescences are a vital Third Kingdom for ensuring new life after death. (There is even a mould that attacks old film, which seemed to worry the producer.) This was the very best kind of subject on which to let loose the full wizardry of modern scientific film-making, in illuminating, natural processes that we cannot perceive with our normal senses, and it fitted very well with the asides on the aura of superstition which has always surrounded those organisms. If the programme had one fault it was the way it came down (or perhaps one should say up) to earth with rather hundrum discussions of cooking and winemaking.

Robert Hughes in "The Shock of the New"

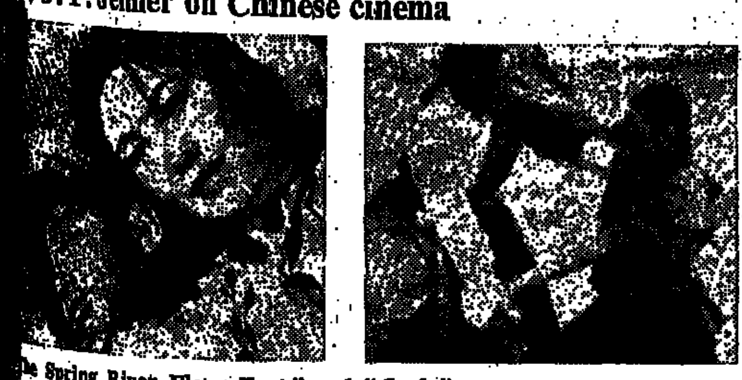
The final shots of a slime mould's territorial expansions were followed rapidly by the second of Robert Hughes's The Shock of the New (BBC 2). This week he was concerned with the various responses to technology and authority that sprang up in the art world immediately after the First World War. Fresh from *The World About Us*, it was impossible not to realize that one of the conspicuous features of this period was its rejection of the natural imagery which had dominated art for so many millennia. It was the machine which was the central obsession, worshipped as a force for salvation by the Futurists, mocked by the Dadaists. Robert Hughes's contribution was vastly improved, robust and humane, but not physically obtrusive as it was in programme one.

His brilliance in teasing out the relations between art and artifact, advertising collage and political ideology was at its best when he traced the evolution of the "architecture of state power" from the visions of the Constructivists, through Mussolini's Third Rome ("neo-classicism with a pastry cutter") to the "brutish blandness" of modern Americas administrative and educational monuments.

The one truly popular modern art to realize fully the dreams of the Futurists may be rock and roll, which has used the finest fruits of modern technology to launch a frontal attack on its authoritarian base. This coming week BBC2 is running Rock Week to commemorate the tenth anniversary of *The Old Grey Whistle Test*,—and about time too, given the shamefully low coverage television has given to rock. There are many programmes not to be missed, including the Kinks at Rhode Island and Cream's last Concert in 1968. These may be hurtful to watch as well as exciting, in reminding us how far we have sunk into cynicism in the last 15 years. The first programme in the season, Heroes of Rock'n'roll (BBC2 Saturday) although embarrassingly linked by Jeff Bridges, had classic footage of Hendrix at Monterey, Dylan flipping up cue-cards for "Subterranean Homesick Blues", is the wittiest promotional film I have ever seen, and the Beatles looking more neat and normal than one ever remembered them.

Cutting the red tape

W. J. F. Jenner on Chinese cinema


he Spring River Flows East" and "Serfs"

National Film Theatre's ber season of Chinese films de by the Left before 1949 and he official cinema industry of People's Republic since then is th visiting if you are looking something different or are inated by China. A BBC telen preview of the season the end before last offered a most ging film from 1937, a good jerker from 10 years later, a endid 1961 cartoon (not in the gramme), and an unsubtle 1964 y propaganda piece tricked out h some striking Tibetan location

The season will probably dispoint anyone hoping for overlming masterpieces. Some of best offerings, to judge from e I have seen, will be from the ties and forties. *Street Angels* 37), the earliest of those shown the BBC, shows despite a certain teurishness a light and sure h. Its haunting story of ghai low life is told in a decepy casual way that is refreshly unliterary and free of the ering predictability of more ent films. It benefited from a sorship that forced it to hint its political message instead of ming it down our throats. he *Spring River Flows East* 47) is much more ambitious, ned, literary and propagand but it hold one Peking audience last year by involving them in the fate of its characters to an extent that later films have not often done. Although it is clearly using the experiences of a divided family during and after the war with Japan to expose the corruption of society, it also works as a story of an errant husband leaving his poor but honest mother, wife and son to suffer virtuously as he succumbs to a Wicked Woman who is a smart operator in the business world and evidently enjoys her independent sexuality, something as alarming to Communist as to Confucian wowsers. Its moralism, stereotyping and heavy underlining lead directly to the melodramatic heroics of *Red Crag* (1965) and *Serfs* (1964), or of others not being shown, in in which war is seemly and dying becomes a purely political act. What makes it better than most of what followed is its appeal to basic human emotions.

Technical problems aside, there are some notable exceptions to the general failure of films since 1949 to rise above the level of worthy mediocrity. *Li Shuangshuang* (1962) is a village comedy about a woman learning to assert herself (for the good of the socialist cause, naturally), and it allows characters to develop who are neither intolerably good nor ludicrously evil. *Two Stage Sisters* (1964) starts off by evoking with delicate affection a lost world in which strolling players make it into the tawdry, big time of the Shanghai stage, then degenerates into moralizing as one of the two actresses of the title becomes a progressive goody-goody while the other goes to the bad.

It is not only the enthusiasm of foreigners for modern Chinese films that has to be qualified. Chinese audiences in the big cities tend to prefer imports, and will pack a cinema at 8 am on a Sunday to see ancient Hollywood rubbish. Although the release of the last three years are a great improvement on the absurdities of the "cultural revolution" period (and perhaps some short excerpts of Jiang Quing opera films might have been included to show how good everything else is by comparison) they still fall far short of what audiences want.

The industry remains heavily weighed down with bureaucratic controls that subject scripts to repeated vettings up to the level of the minister of culture himself before they can be shot; and the completed film, in which little is left that might be thought original, unorthodox, or dangerous, may still be further cut by powerful officials. Some generals recently insisted on the removal of a scene showing the bodies of young Communist soldiers who had died in one of the last great battles of the civil war.

But now the industry's problems can be written about in the press with unprecedented frankness, and there appears to be a general recognition in China that its cinema must be given a lot more initiative. Meanwhile television plays offer a lot more scope for creative talent than do films. Given the speed of change in China the eighties might yet see a Chinese cinema for which no apologies are needed.

The British Film Institute dossier "Electric Shadows: Chinese Cinema" by Tony Rayns and Scott Meek includes useful notes on some 50 films and on 34 film people.

Quite another bowl of tamales

Victoria Neumark

The Maya. By Michael D. Coe.
Thames and Hudson £9.50.
500 02097 3.
The Feathered Serpent and the Cross. By Joyce Milton, Robert A. Orsi, and Norman Harrison.
Cassell £7.95. 304 30724 6.

"The rise and fall of empires" is the title of Cassell's series of semi-learned, semi-coffee table picture books. "The pre-Columbian God-Kings and the Papal States", are the oddly assorted pair picked for *The Feathered Serpent and the Cross*. One can't help wondering if they had run out of photos for each subject.

Nevertheless, the photos are wonderful and if the accompanying text tends to the large-format simplistic beloved of picture editors, yet it contains enough basic information to complement these views of ancient buildings in misty rainforests and portraits of severe papal dignitaries.

Michael Coe's *The Maya* is quite another bowl of tamales. Immensely learned and yet highly readable, this revised and improved edition includes fascinating pictures of newly discovered sites, and enough information to interest the archeologist and guide the serious tourist round the enigmas of vanished culture in the broken-down pyramids of Central America. All the sites are covered, from Tikal to Bonampak, and the latest theories and decipherings of the Mayan glyphs and astronomical systems are included.

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A rusty clatter of adventures

Edward Blishen reviews John Arden's new dramatization of 'Don Quixote'

I think I would rather be invited to dramatize the telephone directory than *Don Quixote*. It is not so much the difficulty of putting a mountain of material into a thimble: it is also that the value of this enormously long book lies so curiously in its being . . . an enormously long book. So I looked forward with nervous interest to the first instalment of the three-hour-long version of it John Arden had devised for Radio Four.

It *is* a baffling beauty of a novel. Hazlitt wrote that its merits had not been sufficiently understood—the least of them being the *story*. It might seem an astonishing view. All that amazing rusty clatter of adventures! Is it really possible to overvalue the element of story?

Yes—if your idea of the book rests on the first 200 or so pages, out of 1,000. A truer view might be given by comparing it with some long walking holiday, taken with deeply interesting friends. Of course, the incidents would be important, but as the basis of something more important still: the growing intimacy of the participants, springing from endless talk against a background of experience shared.

The story in *Don Quixote* — an immense landscape of episodes — provides the common experience. But it's the talk between knight and squire that matters more and more. Repeatedly it circles round the rival claims of ideal and real, marvellous and mundane, glorious and shabby, foolhardy and cautious. Page by page it becomes subtler and richer, more intricately comic and compelling. Like some long-married couple, the pair profoundly affect each other; Sancho becomes quixotic, and the Don takes on some of the plainest hues of Sancho's spirit. Their exchanges become more and more a kind of music, and what amounts to a helpless love grows between them.

The book itself undergoes transformations. It begins to stare at itself in a multiplication of mirrors. By the time Part Two is reached (Part One was published in 1605, the sequel 10 years later), knight and squire are fully aware of their fame; and the often painful comedy of their later adventures is set up for them by a ducal couple who are ardent admirers of Part One. The book, indeed, broods on itself; the characters on the process that shifts them from life into literature and then back again.

Add to all this that Don Quixote is portrayed in an infinitely more complex manner than the familiar myth suggests. For pages at a time he is the eloquent spokesman of the best possible sort of good sense. He is, as someone says of him "a sane man turned mad or a madman verging on sanity".

I believe John Arden's version rests, as any sensitive version must, on an understanding that what ought to be left with the listener is the impression a reader is left with: that he has had access to a great story, but to something greater than a story. I say I *believe* this to be Mr Arden's achievement, because what he does with Part Two is crucial to a judgment. Certainly he intends it.

The proof is with his treatment of the story itself. He has said, fairly, that a dramatic version that tried to gather up the entire tale would be breathlessly unintelligible. On the other hand, some breathlessness has to be retained—specifically, in Mr Arden's case, some intimation that here 60 pages had been skipped, there a 100. And this was beautifully done: the broadcast had energy accompanied by a curious sense of space, in which, one felt, unexpected growths might occur.

Chaliapin as Don Quixote in the thirties film version

Considerable economy. For example, for the central act of any of those early adventures: the Don shouting "CHEE-ARGE!", a squawk of despair from Sancho, enormous dustbin clangours. I wished, though, that the knight had had a less comic upper-crust accent. Cervantes' Don, after all, is a man who, in his many moments of sanity, is of the sturdiest intelligence. I know that, in life, daft voices may express sensible minds. But this was drama, and I think he wanted a straighter voice.

The best thing in John Arden's Part One was that it began with Cervantes himself. The book has to be seen as springing out of the author's head, because that's the sort of novel it is.

There is the best of cases for saying that Cervantes *is* Don Quixote. But that apart, there is the strongest possible sense in which the novel is a product of a particular experience of life, at a particular historical juncture. When he came to write it, at 50 (Mr Arden makes it 55), Cervantes was a hero of the battle of Lepanto, conjoined to a heroic POW (he was for five years a prisoner of the King of Algiers and pays *Don Quixote* a sly tribute to his own fame as an attempted escaper). For 17 years, after such glory, he had been inglorious: as writer, as a government employee inept, subject to excommunication and imprisonment: shabbily married, with an illegitimate daughter who seems to have behaved deplorably.

It is known that he started *Don Quixote* in prison. Economically again, Mr Arden imagines that it was a lockup in a village in La Mancha, and that up the road there was another captive: a gentleman confined by his friends for feeling required to go forth in shining armour—the first enemies he had attacked turning out to be the police. . . .

I was not sure about Mr Arden's Cervantes—given grand voice by Ronald Baddiley. He might have sounded more downcast: Cervantes says he was melancholy and disgruntled when he began the book. Mr Baddiley, cheerfully wry, represented him as being aware that this was a last chance. Out of [illegible] about the lunatic up the road came the figure of Don Quixote. The important thing is that Mr Arden presented the novel as the fruit of some deep self-recognition on the part of the author. That is the essence of it, and probably the reason for its being as potent as it was when completed 365 years

Lingo

At the full stretch of his powers, before madness supervened, Hölderlin wrote with a conciseness and density of meaning that defies representation in another language. More complicated still, he wrote a German which, in its rhythms and syntax, was deeply influenced by a very personal apprehension of Greek. To approach even his simple alcaics, let alone his final majestic odes and hymns, the translator has to ask himself how far the literal will do, how far some effort must be made to catch the double-edged Graeco-German form.

No one is better aware of this difficulty than Michael Hamburger who, for almost 40 years, has been wrestling with Hölderlin translation. His first attempt appeared (priced at six shillings) under the Poetry London imprint of Nicholson and Watson in 1943—a book that still seems a quite exceptional achievement for someone under 20. Now the Cambridge University Press has published the latest in a series of re-drafts and revisions *Friedrich Hölderlin: Poems and Fragments*, at a price of £22.50 and £7.50 in paperback.

It would be nice to assure readers of the hardback edition that they are getting a piece of work 75 times better than Mr Hamburger's translation *aus der Jugendzeit*, but a *comparison* of *the two volumes shows an evolution that has* replaced one strategy with a different, but not necessarily better, one.

verbal counterpoint

Look at the opening of "Sokrates und Alcibiades":

"Warum huldigest du, heilger
Sokrates,
Diesem Junglinge stets?
kennst du Grössers nicht?"

which in 1943 was Englished as:

"Why, hold Socrates, do you
always
Honour this youth? Are not
greater things known to you?"

and now appears as:

"Holy Socrates, why always with
deference
Do you treat this young man.
Don't you know greater
things?"

The passage shows immediately the ferocious problem of matching the heavy colour and movement of the German with lighter, flatter English; but it is hard not to see in the first version both a better piece of English writing and a slightly closer approximation to Hölderlin's intentions.

Part of the trouble may lie in a translator's affliction which I will call aural doubling—hearing constantly the sound of your original as a *counterpoint* to your own translation. Part too, though, lies in Mr Hamburger's repudiation of an earlier literalness in favour of a freer attempt to match the verse forms of his subject. It is a change of policy which may indeed make for a more exact replication of what is on the page, but with the smoothness of English hexameters (so different from Hölderlin's) and the refinement of syllabic niceties a certain tension has gone out of the verse. For all their callowness those drafts of 1943 had an air of struggle about them, a striving to "reproduce the poems as literally as possible", and through this they attained something more than literalness. They attained a sense of the struggle that had been Hölderlin's own when he had sought to wrest from Greek a form for his German, and fidelity to that effort is perhaps more nearly a proper mode for translation than fidelity to external patternings.

Brian Alderson

A long way since Berthe Morisot

Women's Images of Men
ICA, London until October 26, then travelling to Bristol, Bracknell, Liverpool and Glasgow

"Representation of the world, like the world itself, is the work of men; they describe it from their own point of view, which they confuse with absolute truth." So said Simone de Beauvoir, touching on a fundamental truth that begins to explain the unease men may well feel surrounded by Images of Men, by women artists.

It was not until the nineteenth century that women gained entry into art institutions in large numbers. Even then crippling restrictions such as exclusion from the life room precluded an understanding of anatomy and figure drawing. In addition to this there were social restrictions that severely limited mobility and spontaneity, in short the liberty to walk alone through a city and look. In the 1880s Marie Bashkirtseff wrote: "Without that liberty you cannot become a true artist." Even Berthe Morisot and Mary Cassat did not attend the discussions of their fellow Impressionists at the Café Guerbois, although they sometimes posed for the men.

The ICA show reveals how far women have come in the struggle to articulate their own position, made immensurably more difficult by the inheritance of traditions in painting that are the expression of a male culture. This surfaces most acutely in the image of the male nude, by far the most predominant image in the show. The erect male phallus seems like a banner representing abstract paternal power, and whereas the word phallic sums up the symbolic power of man there is no female equivalent for female sexuality. For women painting naked men the male genitals must be reinterpreted and seen not as an instrument to bludgeon into submission, but as a source of true sensuality, a change of perception which requires great self-confidence and generosity. Many of the works on show exude only a bitter and negative destructiveness, a shrill scream of pain and frustration.

Elena Samperi's "Madonna" (with child) presents a dwarfed and trouserless city gent savaging the offered breast, Annis Ross's "Drawing 1979" a hanging male carcass, half eaten away, redolent of the abattoir, Marisa Rueda a fleshy gaping mouth that can be read as a vulva with teeth; but Mandy Haver's brilliantly executed soft sculpture of a male torso in leather is rich in contrasting associations. Muscles and tendons are finely described giving power to its violent eroticism.

Phillip Midgley

Shakespeare revisited

Ralph Berry

The Living World of Shakespeare: A Playgoer's Guide. By John Wain. Macmillan £6.95. 0 333 04303 0.

What is a classic? Among other things, a work that can be reprinted as it stands: it resists time. John Wain bids, as I take it, for classic status in his *The Living World of Shakespeare*. First published in 1964, it is now reissued with a new introduction. I liked it very well in its original impression. It now stands up poorly to a rereading. What is wrong with it is precisely its failure to change.

The subtitle was always a come-on: the book takes little account of the stage. Mr Wain believes that "analytical literary and scholarly study can only be a preparation for the experience that the play can give us when acted", which is fair enough, but the emphasis here is overwhelmingly literary. What matters is the acuity and soundness of the judgments. Many are first-class, fresh and perceptive comments that help one to close with the play. On the Histories Mr Wain is generally excellent. "The England . . . here is no picture-postcard island of sturdy yeomen and pretty thatched roofs. It is a place where money talks, where poor men are ill-treated and the law abused." On the Tragedies he is variable. In *Antony and Cleopatra* he sees "one of the most difficult problems of imperialism: how to stop personnel from going native". [illegible] anyone who persists in seeing *Hamlet* as "a deep failure" is in some danger of being regarded as, well, thick. *Lear* suits him better, and he is right that "Shakespeare did not assemble all the elements of this mighty play to leave us, at the end, with a capsule of [illegible] pessimism".

The Comedies let the cover down. There is almost nothing on the earlier comedies. *The Merchant of Venice*, apparently, simply comes unstuck: Shakespeare "could not have foreseen his involvement with the character of Shylock", a remarkable failure in so gifted a playwright. In *Much Ado*, Benedick and Beatrice are treated as a "sub-plot". *Measure for Measure* is no doubt Shakespeare's most [illegible]ing failure". That judgment was passé in 1964, and is absurd now.

There's a hit-or-miss quality about these judgments; time should have matured the misses. It hasn't, and a final quotation suggests why: "How an actor is meant to [illegible] it on the stage I do not know, [illegible] particularly an English actor, who has in all probability been given no training in the speaking of verse". Mr. Wain parades his lack of involvement with *the theatre*, to which this book purports to be a guide. He should have revised it, or not reissued.

Ancient mariners

The Sea-craft of Prehistory.
By Paul Johnstone
Routledge and Kegan Paul £13.50.
7100 0500 80

The Sea-craft of Prehistory is a fascinating book on the development of boats in all parts of the prehistoric world. Written by the late Paul Johnstone in concise and straightforward manner, it covers boat construction and use from earliest times, following up evidence from archaeology, historians of the ancient world and literate discoverers through the ages. Parallels with primitive craft in use, or used until recently, are introduced with proper circumspection.

Different materials and methods were employed at different times to suit regional conditions and climates. The extraordinary ingenuity and adaptability of the prehistoric boat-builder is impressively documented and the development of types of craft, the reasons and implications are discussed in a persuasive and entertaining text. The illustrations are interesting and pertinent.

Colin Cr

TES 10.10

Wham-bam poverty war

Maurice Kogan

Project Head Start: A Legacy of the War on Poverty. Edited by Edward Zigler and Jeanette Valentine.
The Free Press £14.65. 02 935820 5.

Project Head Start was a massively ambitious attempt to improve the chances of impoverished children. It was a product of the Great Society optimism of the sixties implanted in Sargeant Shriver's Office of Equal Opportunities and continued with zest throughout the Johnson administration. This wham-bam attempt to generate action at several levels, and in many zones of welfare, cut into existing power systems until it was absorbed, at the behest of Richard Nixon, into the more traditional structure of Health, Education and Welfare.

This book has an important tale to tell, but it demands patience, for it is essentially a do-it-yourself kit consisting of 35 accounts, some of them biased and self-congratulatory, by those who participated. The editors exercise a light hand so that the senior of them, Edward Zigler, is mentioned repeatedly by different contributors and many of the chronological facts are also repeated several times.

The claims made for Head Start are bold. It "stands out as one of the major social experiments of the second half of the twentieth century". "It was a creative, innovative, effort to interrupt the cycle of poverty." Its interventions for young children included cognitive improvement, parent involvement, medical attention and nutritional enrichment. The book usefully locates Head Start in the tradition of intervention against deprivation. Its authors hoped to eliminate poverty by preparing pre-school children for schooling and thus making them capable of securing good employment. In assuming the "plasticity" of the child, Head Start reacted against the equally crude genetic assumptions that, we are told, were still dominant in the United States in the early sixties. Head Start thus attracts criticism equally from those who reckon social structure to be an inescapable trap for the poor and from those who locate the reasons for poverty with the individual and "blame the victim".

The procedures adopted were certainly astonishing. Within a year half a million poor children were enrolled in summer programmes and, quite soon on, President Johnson authorized the creation of year long programmes. An army of professionals, untrained parents, educators, psychologists and doctors swarmed in to the welfare power structure with funds and legitimacy conferred on them directly from Washington. Some of the education provided, as this book well recounts, was rigid and authoritarian; but there are plenty of happy accounts too, of children finding themselves for the first time in programmes where play and fantasy were accepted as the precondition of cognitive development.

Academic critics had a field day in attacking the theoretical aspects of the scheme. Head Start was unfortunate to be evaluated early on by Westinghouse whose findings have been generally criticized for narrowly concentrating on cognitive criteria. Yet evaluation has proved difficult and while the authors acknowledge their faults in not laying the foundations for adequate retrospective assessment, one wonders, sympathetically, whether any large scale programme trying to do anything worth doing could ever be rigorously evaluated.

There is no convincing evidence either way of educational impacts. There were immediate effects on intellectual performance and there is still controversy on whether these advantages were completely washed out once the pupils moved on to schools. Where parents were strongly involved in the programme, intellectual improvement was maintained and some studies now assert that "sleeper" effects have been identified, mainly in the form of sustained motivation. Moreover, it was not only education that was energized. Many hundreds of thousands of children had their first medical test. It is startling to read that only a minority, if a sizeable one, then went on to receive medical attention but at least their condition was drawn to the attention of the health auhorities. Parents lacking in power and knowledge worked for the first time alongside teachers and other professionals. Power groups in remote rural southern counties were given the kiss of life by this Federal programme.

It built up a nationwide constituency and it continues now, if on somewhat reduced terms, 14 years afterwards. The "softer" achievements are reckoned to be indisputable; poor children enjoyed a modicum of educational success even if ephemerally; motivation improved and new patterns of collaboration arose. Uneducated parents and others became sufficiently involved in the programme to enable them to enter into the new career structure that it created.

Some of the wide-eyed innocence might irritate. Were the senior members of the Democratic Party really unaware that 35 million Americans were unacceptably poor in the early sixties? Was it necessary to move from a simple-minded belief that education could do it all? Many practitioners who knew children and their problems could have helped, with observation and common sense, to avoid the replacement of one set of rigidities by another. It seems obvious that pre-school education will not do much for a child if the family is not involved and if the next years of education are spent in bad schools. Social action, on whatever scale, ought not to go single mindedly for any one theory or set of practices (and Head Start certainly endorsed a wide range) but take people as they are in the knowledge that some bits of them will never change while support to the family, the individual and the local economy can also massively change life chances.

Project Head Start was also naive about the political systems that it encountered. Perhaps Shriver and the others knew enough about school authorities and the providers of medicine to think that unless something dramatic was attempted, nothing would happen. There was, as a result, no strategic thought of how the benefits of Head Start might move from the evangelical towards the constructive and consolidatory stages.

Yet the American liberal establishment found courage and resources to try out a daring scheme and to risk the backlashes. In so doing, they must have advanced some lives, encouraged some action and released some beneficial energy. And so a society whose productivity is so firmly based on the free market found it possible to reconcile it with large-scale social intervention.

Three new Rs

David H. Hargreaves on Bristol's Bayswater Centre

Absent with Cause. By Roger White.
Routledge and Kegan Paul £5.95.
7100 0665 9.

Educational psychologists are used to playing the role of undertaker. A school cannot cope with its disruptives and truants and so pleads with the local EP to find places for them in a school for the maladjusted or in a "special unit". In this book, a sequel to *In and Out of School* (1978), Roger White offers a documentary account of a special unit, the Bayswater Centre in Bristol.

The tale is told frankly and without pretension. White distrusts labels such as "school phobic" which transform complex individuals into convenient packages for bureaucratic processing while explaining nothing. He and another teacher live with a dozen adolescent pupils who have been rejected by their schools. In initially appalling physical conditions, life is hard for everyone and it becomes pointless to try to apportion blame in the complicated histories which have led these pupils to reject school and then in turn be rejected. We witness instead the painful process by which the superficial arrogance and assertiveness of these adolescents is uncovered to reveal their hidden fears, doubts, insecurities and quite astonishing ignorance.

Just as White has no neat causal explanation, so also he eschews neat solutions; the book contains no panaceas, no miraculous new system. At the heart of the Centre's enterprise is an emphasis on their three new Rs—Responsibility, aRticulation and Relevant education. White struggles to create a climate of trust and acceptance, for if the pupils are not accepted, they cannot begin to accept themselves and their difficulties. Some structure has to be achieved, but it is grounded in social acceptance, participation and group decision-making, not created by imposed authority. In this half-way house between childhood and adulthood, between school and work, White chooses to treat his pupils as they ask to be treated: as adults. It is a risk, of course. Very few respond at once; some do so slowly; and others find the stress of responsibility an impossible burden, at least for the moment.

White understands the importance of group life to youngsters, and his analysis of the Centre's communal lunch arrangements, as well as trips and camps, is particularly telling. The object of the book, however, is also to influence mainstream education, not least because for every boy or girl in the Centre there are hundreds of similar boys and girls in ordinary schools who continue to vote against their education with their feet.

Much has been written on the secondary school curriculum since the Great Education Debate, but I have read nothing more imaginative and practical than Roger White's book. This is in part because he so rightly refuses to divorce curricular issues from their social context—a lesson many schools have still to learn. We must stop using special units as the convenient dumping ground for the youngsters we so foolishly treat as "exceptional", and we must begin to loosen our tightly structured monolithic system of education to permit the development of more carefully articulated forms of alternative education at the heart of secondary schooling. This could be done, perhaps, on the lines of the Danish "after-schools" about which this book has much to say. We are still in the early stages of the evolution of the comprehensive school and Roger White has, from a hidden corner of the system, helped us to specify the directions in which we ought to grow.

What is archaeology today?

Charles Thomas

The Cambridge Encyclopaedia of Archaeology. Edited by Andrew Sherratt.
Cambridge University Press £18.50.
521 22989 8.

Since 1950, a year taken in British archaeology for no very clear reason to mark some special point of maturity in the discipline, we have been offered quite a few "dictionaries", "atlases" and "encyclopaedias" of archaeology, either on a world or a disciplinary basis. The use of such titles has reflected the lack of any more appropriate term, and indeed there seems not to be one. The *Cambridge Encyclopaedia* is not a conventional A to Z omnium gatherum, with Piltdown Man under P and Schliemann under S. It is very much better than that; better, indeed, than any of its forerunners. Dr Sherratt, who has allowed himself the editorial luxury of a short but thought-provoking personal statement, has assembled 55 contributors, persuading a fifty-sixth in the person of Grahame Clark *doyen* of the Cambridge school of prehistorians, to provide a Foreword. It would be fair to state that their remit has been to answer the question "What is archaeology (today)?" on a world basis.

The outcome is a magnificent work, tightly yet unobtrusively edited, and one that can still generate a sense of excitement in our communal exploration of our past—an excitement sadly absent, along with enthusiasm, and real originality, from a very great deal of contemporary archaeological writings. There are three major sections. Part one describes the development of modern archaeology, in both its technical and intellectual sides, in a highly condensed form. The prolific Colin Renfrew, confined to a mere two pages, sums this up in "Recent advances and current trends". Part three is devoted to chronologies and distributions, or the various systems of assigning sequences of dates to past remains, and the presentation and analysis of their locations in space. This section concludes with some coloured histographic summaries ("Comparative chronologies"), and a "Chronological atlas", or series of maps, not, as far as I know, to be found anywhere else. One minor criticism: the necessarily small lettering is not always wholly clear against the darker colours.

The central part two of the work is a sequence of illustrated summaries. It opens with human origins and palaeolithic Man, goes on to the Post-Glacial Revolution—that is, the emergence of Man the farmer and stock-breeder, and eventually artifact-producer and city-builder—and then romps through two groups of early "empires" in the western and eastern parts of the Old World. The later development of Europe and the Mediterranean Lands ("Old empires and new forces") is followed by a survey of the regions fringing the Old World—the Arctic, Oceania, Australia and much of Africa—and another covering the New World, from Eskimo country down to Tierra del Fuego. There is a chapter-bibliography, selective reading-list, and passable index.

Does this ambitious venture succeed? Is it *possible* to produce a (World) Encyclopaedia of archaeology nowadays? Provided that one is neither asking for, nor expecting, too much, then for £18.50 this strikes me as about the best one could get. The textual matter is at times difficult, simply because the topics are difficult ones and cannot in so concise a form be over-simplified, but they are neither obscurely nor carelessly written. I return to that sense of excitement. The exploration of our past becomes, annually, more interesting, even if progressively harder both to execute and to grasp. Dr Sherratt's book may be *très haute vulgarisation*, but it is none the worse for that.

Among this week's contributors:

Stephen Corrin has edited many collections of children's stories.

Patrick Davis is headmaster of Queen Elizabeth High School, Hexham.

David Hargreaves is university reader in education and fellow of Jesus College, Oxford.

Maurice Kogan is head of the government studies department at Brunel University.

Charles Thomas is director of the Institute of Cornish Studies at Exeter University.

Absent with Cause
Lessons of Truancy
ROGER WHITE
'This is a study of the practice of 'alternative' education, based largely on an examination of the Bayswater Centre in Bristol. The ethnographic accounts of the life and work of the children are quite outstanding. It demonstrates not only the sociological imagination but also what it can deliver.' — John Eggleston
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Routledge & Kegan Paul
39 Store Street, London WC1
RKP

books

Change the world

Mary Anne Woolf

An Illustrated World History: (1) The Earliest Men and Women; (2) The First Civilizations; (3) The World of Greece and Rome; (4) Different Worlds. By J. M. Roberts
Penguin **£3.50 each volume.**

Attractively presented and lavishly illustrated, the first four volumes in Penguins eight volume world history cover the period from the origin of the earth to the present day.

J. M. Roberts explains something of his view of history and the reasons for his particular selection in the introduction. "History shows the astonishing power of human beings to overcome obstacles and change the world so as to suit themselves." He has taken this "unique" capacity as a central theme for his work but has also dwelt on areas of the past that he feels have most influenced and shaped the present. The development of literacy, technologies, political institutions and religions are among the themes he explores.

Interestingly, Mr Roberts begins *The Earliest Men and Women* by explaining how we measure time, including an explanation of radio-carbon dating, and goes on to point out what a relatively short time span "history" actually covers. He then discusses the origin of the earth, evolution and primitive man.

The second volume discusses what is meant by "civilization", and covers Sumer, Egypt, Crete and Aryan India, among other early civilizations.

Ancient Greece and Rome and the rise of Christianity make up the subject matter of the third volume, while the fourth includes Byzantium, Europe, China, Africa, Japan and the rise of Islam during the Middle Ages.

Although prominence is given to those civilizations which have been traditionally studied, and about which we have most information—Ancient Greece and Rome—they are at least examined in a wider context and put into perspective. Even the volume entitled, *The World of Greece and Rome*, manages to remain a *World* history.

Explaining some of the evidence, discussing source material and introducing historical controversies are crucial to J. M. Roberts' approach. In *The World of Greece and Rome*, Thucydides and Caesar are among original sources quoted, and pictures of cave paintings, Pompeii, medieval manuscripts and the Rosetta stone help to give a further idea of the range of material from which the historian draws information. The text is readable and readily comprehensible, without being patronizing. These books will be read and enjoyed by all ages, and yet could be used as a secondary school text book.

The illustrations, in colour and black and white, comprise photographs, drawings and maps. They have been well chosen to both illustrate the text and complement it with further information.

Inevitably, in a work of this breadth, there are controversial statements and approaches. For instance, women's subordinate role in the past and the East has been emphasized to show how much freer they are and have been in Western Europe; we are told that modern psychological *theories* are today's *myths*, and that Africa's "contribution to civilization" has been small. However, the author's general approach does indicate that there is plenty of scope for other opinions, different emphases and further study. He has managed to convey history as a living subject. At a time when the overwhelming trend is towards greater internationalism world history takes on a vital importance and significance. It is refreshing to read an exciting and well written introduction to world history. Furthermore, these books are more than a mere outline, they show how the art, science, literature and architecture of the world can contribute to our knowledge of the past and how that knowledge can further our understanding and appreciation of the present.

Paperbacks

Family and school

Patrick Eavis

Every now and then a book appears which irrevocably changes one's assumptions. Walter (Penguin £1.75) by David Cook is one of them. It is an unsentimental and moving account of a subnormal boy's life, his embittered mother's ambivalent but constant care for him, and their sensitivity to his reception by society: from the embarrassment of neighbours to the institutionalized callousness of the hospital. Its observations are painfully acute and its style deceptively simple. This is a must for everybody.

A disappointment awaits all those obsessed with the able child who rush out to buy Brian Jackson's Your Exceptional Child (Fontana Original £1.25), for the author explains in the first sentence that "all children are exceptional". This is a book for parents on how to encourage the natural ability of their children. It begins with interesting commentary on case studies taken from the Thames Television series *An Exceptional Child* and then leads into more general advice to parents for all stages of the development of their child. It is practical, warm and optimistic. My enjoyment of the book was only slightly marred by Mr Jackson's revelations about his own imaginative parenting. Schools come in for plenty of criticism of their inability often to be sensitive to the individual needs of children, and though the book is aimed at parents I would add it to book lists for teachers in training.

Brian Jackson rightly emphasizes the need for the development of informal contacts between home and school: "Just fall into the habit of turning up at school whenever you can". Not very helpful advice for those in rural areas whose schools are miles away. Perhaps he should read Schooling in Rural Societies (Methuen £2.75) by Roy Nash, the latest in the Contemporary Sociology of the School Series. John Eggleston, the series editor, hopes this book will stimulate the same kind of interest in the problems of rural schools that already exists in urban schools. I hope it happens but I doubt it. The book is a workmanlike review of some of the problems but its style will not be immediately attractive to the members of education committees and planning groups who ought to read it. It's all a bit remote and theoretical and not as helpful as it could be to those of us involved.

Helping us to understand the undercurrents that distort healthy relationships is the object of Secrets in the Family (Faber £1.95) by Lily Pinchus and Christopher Dare. A useful book to all who deal with families in their various stages of growth and crisis: teachers, doctors, social workers, ministers of religion et al. It is written in a compelling and jargon-free style, and is based on many case studies which illuminate typical difficulties that may arise at different stages of human growth. The writers have an unusual and heartening respect for their subjects and produce many helpful insights into family life.

Ideas of the Great Educators (Barnes and Noble £2.50) by Samuel Smith promises help of a different kind. The author hopes that from reading the ideas of the great educators teachers will be led to improve education; a noble hope indeed and one unlikely to be fulfilled by the reading of this book. It suffers from the inevitable difficulty, if not distortion, of compressing the ideas of close on 100 of the world's greatest thinkers into 200 pages. It is not much more than a catalogue of theories of education. It will be valuable for lazy education students worried about history or philosophy examinations and for all those who wish to assume a knowledge when they have it not. This book and others like it are a contemptible product of our examination system.

Asking the right questions

Richard Wilkinson

Elizabeth I. By S. J. Houston.
Blackie £1.95.
Charles II. By David Lunn.
Blackie £1.95.
The Age of Lord Liverpool. By *Philip Revill.*
Blackie £1.85.
Edwardian Britain. **By Keith Benning.**
Blackie £2.20.

"*Anyone can get the right* answers, but asking the right questions is not so easy," said Harold Wilson. Collections of documents are liable to be disjointed, scissors and paste affairs. The authors in Blackie's *Evidence in History* series try to achieve cohesion by asking questions "which are basic to the period concerned". But what questions? Keith Benning is lucky to have a topic with a unifying theme. His documents and commentary deal with the constitutional crisis, labour unrest, the suffragette movement and Ulster. Throughout he asks the question, was there an Edwardian crisis? Mr Benning is a documentary Dangerfield; he achieves style and unity.

I thoroughly enjoyed all four books. "A" level teachers will find them invaluable if they are tackling document-based topics. There are plenty of well-chosen illustrations, though surprisingly there is no portrait of Shaftesbury in *Charles II*. *Not only documents but the opinions* of historians are quoted, which will provoke class discussion. Indeed we are sometimes treated to historians on historians—"Professor Andrew Browning on Dr. D. R. Jones." Philip Revill's choice of documents is especially entertaining.

However it is difficult to find unifying questions when looking at the reigns of Elizabeth or Charles II. The only common factor is the monarch. David Lunn perhaps spends too much time discussing whether Charles II was more incompetent and lazy at the beginning or end of his reign—a question best left to the class teacher. And A. J. Houston could have used his space to publish another document instead of writing "the Queen was a great woman and statesman of exceptional stature who managed to hold her throne for forty-four years"—rather a text-bookish observation.

But these are minor criticisms of a useful, nicely presented series. Indeed the publisher shows a poor *appreciation* of the authors' merits *by not telling* us more about them. The editors (S. R. Gibbons and S. J. Houston) teach at the College of Sarum St. Michael and King's College School, Wimbledon. But for all we know three of the authors empty dustbins for a living. Nor is this merely a matter of my curiosity. In works of this kind opinions are naturally expressed on historians' merits. Mr Houston writes, "the best discussion of the complexities of the problem (how to define "Puritan") is in P. V. McGrath, *Papists and Puritans under Elizabeth I*." Mr Lunn believes that von Ranke was "possibly the greatest historian the nineteenth century produced." G. R. Elton is judged, quoted (and, I think, misquoted). And why not? There is nothing sacred about professional historians. But one wants to know about their critics' qualifications and experience. After all, Harold Wilson is quite wrong: it is not that easy to get the right answers.

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PELHAM BOOKS

Fortified

Ian Caruana

Roman Forts. By Roger Wilson.
Bergstrom & Boyle. £5.95. 903767 30 9. £3.95. 903767 25 2.

Roman Forts is a short book but it combines a mass of detail on structure and function from all the important excavated forts in Britain, firmly dispelling the myth of their uniformity. Dr Wilson starts with an "ideal" fort plan to discuss forts as a whole, and goes on to discuss the individual buildings, and it is here that we see the variations which limit the value of the "ideal" plan.

Every chapter is profusely illustrated with plans, photographs, including aerial photographs, and reconstructions. All the key sites provide their share of the pictorial evidence. The writing is a model of clear and simple popularization.

Children's literature

Horrible imaginings

Stephen Corrin

Constellations: Stories of the Future. Edited by Malcolm Edwards.
Gollancz £4.95. 575 02838 6.
The Fight of Neither Century and Other Stories. By Robin Chambers. Illustrated by Shirley Soar.
Granada £3.95. 246 11162 3.
The Mysterious Baba and her Magic Caravan. By Ruth Ainsworth. Illustrated by Joan Hickson.
André Deutsch £3.95. 233 97200 5.

"Science fiction", writes Malcolm Edwards in his introduction to *Constellations*, "is a literature which explores the imaginative possibilities opened up by the advanced technological society in which we live."

One of the few stories in his collection which fits into this somewhat rigid category is Arthur C. Clarke's "The Wind from the Sun", a sad affair about a space-ship designer's frustrated ambition to win a world race in a solar-powered yacht, pulled by 50 million square feet of sail, 20,000 miles above the equator.

In Garry Kilworth's "Let's Go to Golgotha" a group of tourists are time-warped to the day of the Crucifixion, injected with a knowledge of Hebrew (Aramaic, surely?), arrayed in suitable garb and allowed to mingle and talk with the crowd—all of whom, however, turn out to be *other* tourists from rival space-travel agencies. My own favourite is "Billenium", by that master-craftsman J. G. Ballard, who draws a realistically nightmarish vision of an overcrowded city where people are housed like battery hens.

With the exception of Bob Shaw's "Light of Other Days", the remaining contributions are mere exercises in flights of unbridled imagination, in blatant breach of the editor's definition of SF. The height at which it is possible to suspend one's disbelief has its limits.

Fantasy, unless kept in tight rein, is like a river overflowing its banks resulting in an unhappy mess. This is what happens to "In the Beginning", the last of Robin Chambers's five stories. Another, "Braindrain", starts, promisingly enough, with a send-up of Tolkien and Alan Garner but continues, somewhat convolutedly, on the theme of turning good into evil and making the barren fertile.

Mr Chambers's imaginings are not always easy to follow but as long as he can invent extravaganzas like *The Ugly Duckling* (no connection with Hans Andersen) of the eponymous title story—a world boxing contest between two Amazonian ladies representing the communist and capitalist worlds—pupils at his north London school can look forward to some exhilarating English sessions.

"Attendez-vous" is the French for "pay attention", "pig" is "cochin" and "how awful!" is "*quel* horreur!" Thus, in her charming all-doll story, Ruth Ainsworth allows Lulu to misinform us. Can publishers' readers ignore such errors? All sweetness and innocence for the most part, the narrative suddenly turns gruesome when an owl rescues a lost doll child and offers her a dead mouse. The doll vomits. Father Owl is annoyed, then wants her for his dinner. Mother Owl objects on humanitarian grounds. An exciting, if unpalatable, study in ornithological ethics. Mrs Ainsworth does not supply too many details because, she admits, it might turn our tummies.

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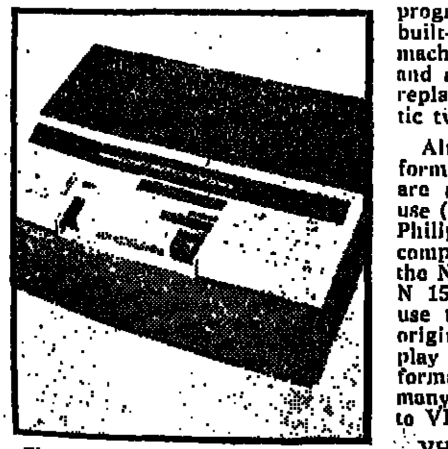
resources

Creating order out of chaos

Barry Fox offers a crash course on the current state of the video market

At the recent *photokina* photographic exhibition in Cologne Sony, of Japan, gave an extraordinary demonstration. The company showed the prototype of a combined video camera and recorder, no larger or heavier than a Super 8 film camera, which shoots instant colour video with synchronised sound on a cassette little larger than a micro audio cassette.

The demonstration was extraordinary not only because of the remarkable quality of the colour pictures and sound reproduced from a cassette of size normally associated only with low-fi dictation audio but also because Sony do not plan to market the system, called Video-Movie, until 1984 or 1985. It is unusual for a company to show such a high technology laboratory development so far ahead of commercial availability because it gives a valuable trade secret away to the competition. But the move by Sony, which some other Japanese companies regard as commercial suicide, has been necessitated by the current chaotic state of the video market.



The JVC CR-8200E video recorder. recorder.

By showing Video Movie now, in prototype form, Sony may have averted a mid-eighties repeat performance of the nonsensical lack of standardisation which has already afflicted the video-cassette market and is soon to wreak havoc on the new market for videodiscs.

The trade and public is confused about what to buy and is tempted to "wait-and-see". So the manufacturers lose sales. Profits are lost because the manufacturers of rival formats must offer them at artificially low price to remain competitive. They also offer new models with more features far more frequently than they would like. The videocassette marketplace has become a game board of commercial leapfrog. The only saving grace is that a well-informed purchaser can play the system to win. Here, for the benefit of anyone understandably less than well informed, is a crash course in the current state of video market play.

It is now more than 10 years since Sony announced the threequarter inch U Matic video cassette format. With backing from JVC the system gained a foothold in the early seventies and is now the undisputed commercial, industrial and semi-professional videocassette standard. But U Matic is too expensive, both on hardware and tape, for most educational users. The maximum playing time of one hour per cassette is also a disadvantage in some cases. Another serious drawback is the U Matic design philosophy. The system builds on a basic recorder-player which needs an extra tuner and modulator to record programmes off-air and replay them through a domestic television set. Without a modulator the U Matic can only replay through a special, and more expensive, "monitor" television.

The next machine on the market, in 1972 for industry-education and in 1974 for domestic use, was the Philips N 1500 VCR. This was cheaper than the UMatic and offered a maximum of one hour per cassette. But it never achieved true standard status in any market area. The N 1500 did, however, start the trend towards the current norm; a recorder which uses half inch tape and has a built-in tuner (to record programmes directly off-air), a built-in timer (to switch the machine on and off like a cooker) and a built-in modulator (to enable replay through an ordinary domestic tv set).

Although the N 1500 VCR format is now defunct there are still quite a few machines in use (eg in schools and the BBC) and Philips will still repair them. The company also has some stocks of the N 1502 (the last and best of the N 1500 series) which could be of use to any school with a stock of original VCR format tapes left to play or dub onto more modern format. Incidentally, the BBC, like many schools, is now moving over to VHS.

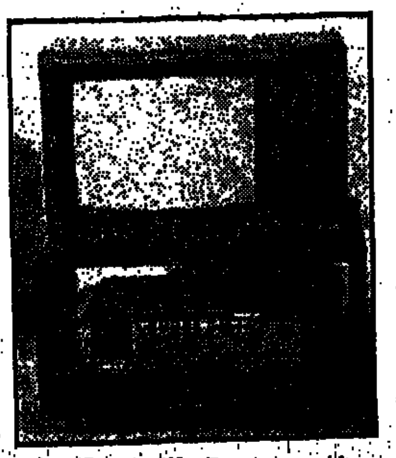
VHS was developed by JVC of Japan and now holds around 70 per cent of the UK market share. Maximum playing time is three hours per cassette and the cassette is of the co-planar type, with the two tape spools alongside each other, rather than stacked one over the other as in the Philips VCR cassette. There is talk of a four hour VHS cassette, with more (thinner) tape and even of a six hour format (with the normal cassette tape running at half speed) as already exists in the USA. But there is a question mark over whether anyone really needs more than three hours from a single cassette, unless, of course, they are, for instance, trying to record every edition of a daily soap opera during a fortnight's holiday.

The Beta system was developed by Sony in secret parallel with JVC's development of VHS. The two systems offer pretty much the same in terms of screen picture and sound quality. The Beta cassette is slightly smaller than the VHS cassette but offers up to 3 hours 15 minutes playing time. Beta recorders tend, however, to be larger than VHS players. Both VHS and Beta manufacturers offer a portable unit for use with a hand-held video colour camera. But no portable system for any format currently available comes anywhere near the prototype Sony Video Movie system which weighs only 2 kilos and is no larger than a run-of-the-mill Super 8 camera with instant sound facility.

The larger market share of VHS is due more to successful marketing than inherent superiority of the system. Moreover, such is the rivalry between VHS (backed by a long string of firms in addition to JVC) and Beta (backed only by a few firms in addition to Sony) that it is an odds on certainty that a feature or facility offered by one system will soon be matched, and usually bettered, by the other.

This underlines the whole absurdity of the current situation and is the prime reason for Sony's recent attempt to create a single standard with the new camera-recorder combination. It cannot be too strongly emphasized that although VHS and Beta may *appear* similar, they are wholly incompatible. Incidentally VHS in Europe and VHS in the United States and Japan, are also incompatible as are the United Kingdom Beta and the United States Beta. The cassettes are identical but the recording formats are quite different and only occasionally can tapes of the same format be successfully exchanged across national barriers.

The VHS and Beta formats arrived in the United Kingdom market in 1978 soon after the VCR N 1700 Philips Long Play version of the VCR N 1500 and, a few months later, the Grundig SVR. This was an even longer play version of the same basic type of machine. All three formats (VCR N 1500, VCR N 1700 and SVR) use essentially the same Philips videocassette. (The Grundig SVR will only operate with batch-selected videocassettes with special identifying lugs which are necessary to trigger the SVR into operation.) The N 1700 is now dead as doornail; the few remaining machines in the country were recently being sold off at very low prices (around £200 and £300) and as such represented a bargain for anyone looking for a budget recorder or already committed to the N 1700 system. The same was true of the SVR. Grundig stopped making them at the end of July and you are unlikely now to find any in the shops.



The Sony CK Betamax video recorder.

The JVC HR-7700 video recorder and remote control unit.

Philips and Grundig have, of course, dropped these systems in favour of V2000, the European competitor for VHS and Beta. Although Philips and Grundig have developed V 2000 as a joint project they are in business competition within the format and market quite different models, the Grundig Video 2x4 and the Philips VR 2020. A ridiculous early production error, born of lack of communication between the two companies, put the sound heads on their early machines in different places and thus introduced a sound synchronisation discrepancy between tapes recorded on Philips and Grundig machines. Otherwise there is full compatibility between Philips and Grundig V 2000 machines. The sound sync error will not affect models sold in the future because by early 1981 both companies will have modified production to achieve a compromise common position for the sound head.

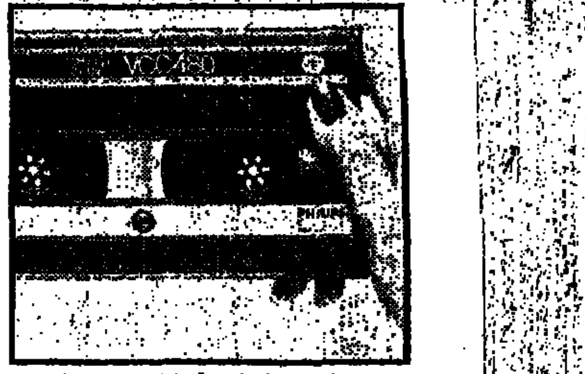
The single most important feature of the V 2000 format is the use of a flip-over cassette superficially similar to a VHS cassette but capable of recording up to four hours in one direction and then—after flip-over—up to another four hours in the other direction. This exactly parallels the situation for audio cassettes which record half the total playing time in each direction of use.

If the VHS and Beta formats are modified to offer more playing time from the same cassette, by running the tape at slower speed, then sound performance will be hard to maintain. This is because the sound of a video recording is recorded in exactly the same way as an audio-cassette recording and audio quality potential is directly dependent on linear tape speed.

Also in the future, along with the Sony Video Movie, is LVR or Longitudinal Video Recording. This offers a quite different approach to video recording. In an LVR machine the tape runs very fast past a stationary head, rather than slowly past a rotating head as in all the other (so-called "helical scan") machines currently on the domestic and semi-professional market. LVR was originally seen as a cheaper and more compact method of recording video but it now seems likely that the concept advantages have been overtaken by developments in helical scan technology.

In short, it is unlikely that LVR will be cheaper or smaller than helical scan and the system may well remain a laboratory curiosity. BASF of Germany has already shelved its LVR project and Toshiba of Japan has several times modified and delayed launch of its similar (but incompatible with BASF) system.

We are thus likely to see a videodisc system before we see LVR. Unfortunately we are likely to see two or even three quite different and wholly incompatible videodisc systems from next year onwards. Non-standardization in the disc market will create even more grief than it has in the cassette market because the disc systems so far promised are all replay-only systems. They are thus in chicken and egg fashion dependent for success on a reliable supply of software, ie records to play. A video recorder can, of course, replay its own recordings, whatever the format. So although non-standardization in the tape market has been an irritation to customers and an expensive embarrassment to manufacturers and dealers, it could be death to videodiscs.



The new V2000 format flip-over cassette.

Energy questions and decisions

"Nuclear power stations based on uranium-burning 'thermal' reactors have generated electricity in Britain since 1956. They now produce about 13 per cent of all our electricity, and do so more cheaply than stations burning coal or oil."

"We were originally told that nuclear electricity would be 'too cheap to meter,' but if the true costs are counted, such as the large number of reactor failures and research into the apparently insoluble problem of nuclear waste disposal, it turns out to be very expensive."

The first is the view of the United Kingdom Energy Authority and the second is that of Nuclear Information. Leaflets from both groups together with a great deal of information supporting the latter view, are contained in a new resource pack, "A Question of Power" published by the Cambridge Anti Nuclear Campaign.

The pack contains 10 discussion sheets and is said to be suitable for use with fifth and sixth forms, local groups and for conferences. Each sheet poses questions such as "How far should we consider future generations in making industrial decisions?" or "What industries would benefit if alternatives to nuclear power were developed?"

"A Question of Power" costs 80p plus 20p for postage or £4 for five copies, post free. Cambridge Anti Nuclear Campaign, 3 Ferry Path, Cambridge.

Language quest

How to Use Your Dictionary is a recent publication from the National Extension College. It is intended to help people to make the best use of dictionaries, and the authors suggest it may be particularly useful to new readers and writers.

The book contains general information on kinds of dictionary layouts, and on how to use dictionaries for spelling, pronunciation and to check the history of words.

The National Extension College, say that authors Roger Lewis and Martin Pugmire, have tried throughout "to help readers to see the richness and unpredictability of the English language at work".

The book costs £2.10 including postage from the National Extension College, 18 Brooklands Avenue, Cambridge CB2 2HN.

Poster kits for colouring-in

Platignum, makers of pens and propelling pencils for the classroom, are now strongly involved with what they call activity products. These include items that could be classed as an audiocassette recording and poster kits containing line drawings and felt tip pens and adhesive to mount the posters. The posters are very detailed and, when finished, very colourful.

The latest Platignum poster kit "contains three new subjects, The Roman Empire; Natural History; and Gulliver's Travels". Each kit costs £8.10.

Further information from Platignum Ltd, Platignum House, Six Hills Way, Stevenage, Herts.

From cave painting to fountain pens

"The Story of Writing" is a 16 page booklet produced for the Parker Pen Company. It contains colour illustrations which are said to be suitable for middle school pupils and upwards, and a text which is aimed at secondary school children.

The booklet traces the development of writing from the 35,000 year old cave paintings of Lecaux, Southern France and included information on different forms of script and printing.

Schools can obtain up to ten free copies of "The Story of Writing" from Handwriting Booklet, The Parker Pen Company, 15 Grosvenor Gardens, London SW1W 0BL.

Victorian classes

by James Bromwich

Then and There filmstrips
Victorian Social Life
Editor: Gillian Avery
Longman/Common Ground, Harlow, Essex. £16 for boxed set.

Victorian Social Life is an extremely good pack of four filmstrips, notes, and a pamphlet of quotations. Drawing upon a wide variety of sources, the 142 pictures provide a comprehensive view of the Victorian era through a model based on class rather than chronology.

One filmstrip sets the scene: coronation, Great Exhibition, railways, industry, etc. and introduces some general characteristics of the period such as the significance of the new city environment and the roles of religion and taste. The others each deal with one of the three major classes and are themselves divided into sub-groups which isolate key aspects of their lifestyles.

The middle classes have "Amusements" but the upper classes a "Social Year". The poor do have a "leisure section" (music halls, penny dreadfuls, Sunday School treats), but the emphasis is on survival both in and outside employment. A great deal of thought has gone into what is needed to portray Victorian social life and how to present it: Gillian Avery has struck a genuine balance between breadth and depth.

Equal care has been taken over the choice of individual pictures. A special pleasure is the extensive use of Victorian paintings. "Pentonville at Sunset", 1884, by John O'Connor, is only one of the best, contrasting as it does the dreamy spires of St. Pancras with the dank road and tramway. Other equally good choices are the dolls' house interiors, and a print of children working in a brickyard, for once escaping from the usual child textile workers.

Virtually all the material is contemporary, including some black and white photographs. The quality of reproduction is high, achieving soft and hard colours as well as good light and shade. The notes generally provide significant historical background rather than detailed comment on the pictures, leaving this to the observation of the student.

The teacher who uses these filmstrips will have little to criticise. The very rare poorly reproduced frames are, curiously, one or two modern photographs. Misprints are extremely few—"feather" for "feature" (p.38, Notes) being the most glaring — while describing Lancashire as the North Midlands must surely be a mistake. "Cruelly unbecoming" (p.23 Notes) on mess jackets and "fussy flowerbeds" (p.16 Notes) in the new parks seem rather culturally biased comments and the choice of a humorous picture of a drunk aristocrat to illustrate London night life seems to avoid a direct comment on mass prostitution, otherwise virtually ignored in the pack.

There are few significant gaps, though I would have liked more on social movements, the early Suffragists, perhaps) and some of the people whose personalities were stamped on the period. Gladstone appears travelling on a bus, and the notes raise the question of nineteenth and twentieth century security, but there are no figures like Brunel, Darwin or Elliot.

It is to be hoped that teachers ensure that in studying "Social Life" they do not ignore people like these who were well known and whose lives had the sort of ideosyncratic features which were, as much a part of Victorianism as conformity. This criticism, however, can only be marginal, as the filmstrips are of such a high standard, marked by a real sympathy with the times and a care in putting them together.

Some thought has also been taken over their classroom use. In addition to the simple teacher presented approach, pupils could also use the filmstrips themselves as the notes have deliberately been written with them in mind. They do not talk down, but offer a series of questions to provoke careful working. The level of writing would suggest a student age group of 12-16 years, but in practice a wider range could benefit, both juniors and sixth formers would find much of the material stimulating.

The collection of long quotations should also help the teacher. They are cross-referenced to the filmstrip frames, but unfortunately the notes are not referenced back. As part of the "Then and There" series the filmstrips could be used closely with the relevant books, and they are mentioned at appropriate points in the notes, but use without would be equally viable.

The potential of such a pack is great, but it could be increased by conversion into slides: immediate possibilities would be housing, health and art. The wealth of sources, the quality of presentation, the high standard of the back-up material make one hope that in subsequent packs Longman's will supply slide frames to help make the conversion easy.

Grocers' pictures

Francesca Greenoak on tea cards

Many firms have introduced sales schemes with an educational aspect. Not many such schemes are still vigorous after 26 years. Brooke Bond tea cards are something of an institution. Since 1954, nearly 10,000 million instructive little cards on a variety of subjects have been loosed to the public.

The oldest grocery picture cards belong to the last century. Produced by dairies as well as tea companies, they flourished in all shapes and sizes and were often quite local in their distribution. In 1940 trade picture cards were felt by the Government to waste paper and all of them were banned.

Brooke Bond's picture cards like many of their antecedents had from the start an educational character. This policy has been continued throughout their history. Before they were launched, early researches were carried out in schools and topics for new series are still widely canvassed to ascertain the most popular subjects with both teachers and pupils. Each new set is sent nowadays to twenty five thousand schools. For all that it is a promotion for tea sales, the complete list of card sets ressembles nothing so much as that of a publisher of children's books. All the mainline subjects are there including animals, birds, flowers, motor cars, inventions, famous people and sport.

Brooke Bond have recently reprinted some of the earlier sets with albums for them. With these and recent series, there are available cards, albums, and wallcharts.

There are some distinguished names among the authors and artists. C. F. Tunnicliffe and Sir Peter Scott have both written and illustrated series. There is something about Tunnicliffe's style which is especially well suited to a small format and single dominant image. The Charig/Wilson series on prehistoric animals is very attractive and Richard Ward's two series on butterflies have pictures with very pleasing line and colour.

There is considerable emphasis on natural history and it is interesting to see how the themes and their treatment reflect the times. The early series were briskly straightforward. After one or more sets of birds, flowers and fish, the horizon widens to take in international wildlife with *Tropical Birds, Butterflies of the World* and *African and Asian Wildlife*. Then suddenly in 1963, an anxious note is sounded with *Wildlife in Danger*.

From the Richard Ward series on butterflies.

The tone has become even more concerned and campaigning with the two latest series of wildlife cards: *Vanishing Wildlife* which was produced in collaboration with the World Wildlife Fund and the series just launched: the Woodland Trust's *Woodland Wildlife*. *Vanishing Wildlife* helped its cause practically, through a sponsorship scheme which raised a quarter of a million pounds for the World Wildlife Fund.

In the 40 *Woodland Wildlife* tea cards the Trust takes eight different kinds of wood and shows some of the birds, mammals, insects, and flowers especially characteristic of each. In the album there is an additional description of each woodland type and a double page is reserved for each one.

This is the first series of tea cards on a natural history subject to use photographs rather than painted illustrations. It works extremely well, especially with single images such as the larch twig with the beautiful hard "roses", the oakleaves and acorns and a superb stag beetle.

The wallchart and album for *Woodland Wildlife* are available from Brooke Bond at ten pence each. The cards, being current issue may be collected from teapacks until the next series is published when gaps can be filled or whole sets purchased from Brooke Bond.

Addresses: *Brooke Bond Oxo Ltd Picture Card Division, Parkway House Sheen Lane, London SW14 8LU.*

The cards can also be obtained from: *The London Cigarette Card Co Ltd, Sutton Road, Somerton, Somerset TA11 6QP.*

Salvation Army packs

The Salvation Army's information department compiles and distributes educational materials for all age groups as well as arranging visits and speakers. Materials include work packs, films and project books.

The packs contain leaflets and photographs as well as a book list giving details of all the leaflets, which are mostly free, and of the books obtainable through the Salvation Army. The teacher's pack contains a list of free Salvation Army films.

The pupil's packs are recommended for CSE projects in religious education, social studies and history and a secondary project book will be available soon. There is also a series of seven leaflets for lower secondary or non-examination pupils. Where pupils are studying specific problems, such as homelessness, in depth, arrangements can be made for visits to day centres or night shelters.

The publications are available from Eric Tebbitt (secondary) or Miriam Blackwell (primary), Information Services, International Headquarters of the Salvation Army, 101 Queen Victoria Street, London EC4P 4RP. Although no charge is made for the packs, a donation towards the postage is appreciated.

Film return service

The Central Film Library has introduced a free return service for all borrowers. When two or more films have been delivered together, Securicor will collect them after screening and return them to the Central Film Library at the Library's expense. The films can be on free loan or on hire, or a combination of both. To anyone borrowing two or more free loan films, there will also no longer be return postage to pay.

There are over 300 free loan titles available, and a selection of those suitable for schools is listed in a free mini-catalogue. This can be obtained from the Central Film Library, Bromyard Avenue, Acton, London W3 7JB.

Views of Haiti

A pack of photographs, taken in an area called Cité Simone, part of Port-au-Prince, Haiti, has been published by Oxfam Education. The original brief was "Health", but in fact the series has emerged as a record of daily life in Cité Simone, one of the poorest areas in the poorest nation of the Western World.

The photographs are accompanied by teachers' notes and a commentary. They cost £2.10.

Oxfam Education, 274 Banbury Road, Oxford.

High visibility

Nine "Garden Birds of Britain" are featured on a colourful 1981 road safety calendar from the Royal Society for the Prevention of Accidents. The message of the calendar is as follows:

"Throughout millions of years of evolution birds have developed plumage which acts as camouflage and protection, or conversely attracts attention. . . . Road users have no need of camouflage and should avoid the subtler tones, attracting attention by the use of bright colours during the day and white or ideally reflective clothing at night. Be bright to be seen."

Notes on teaching road safety to young children are also supplied.

The calendar costs £1.20 and can be ordered from Service Department, RoSPA, Cannon House, Priory Queensway, quoting RSP/A 210-1CAL for the bird calendar and TCP 25-5CAL for the Tufty calendar.

Classics project

The Greek World—Pack 1
Troy and the Early Greeks
Second Edition. Compiled by Martin Forrest.
Published by the Cambridge University Press for the Schools Council.
C.U.P., P.O. Box 110, Cambridge.
£7.85.

This is the first of five packs that make up the Greek World Foundation Course of the Cambridge School Classics Project. Intended for the 11 to 13 age group, this is a new edition of the original 1972 publication. It includes a number of new items especially written for slow learners.

The pack consists of eight cards of artists' reconstruction drawings, eight cards of photographs, sixteen cards with written information and sixteen reproducible work cards. It is suggested that one could be used by up to six pupils at a time. There is also a very useful teachers' pamphlet full of ideas.

The material was obviously designed for flexibility. The notes pointed out that older pupils might find the material useful when studying classics subjects, while at the other end of the scale, young children can handle the less taxing material. The producers stated aim is to provide in the work cards an outline format that teachers could adopt when making their own material.

The material is attractive to look at and comfortable to handle. Drawings and workcards are A4 size and the other items A5. The drawings are clear, with the minimum of clutter, and the photographs are well chosen.

Since pupils are often instructed to put information on the cards themselves, it is suggested that teachers make copies of the cards that they intend to use. A minor criticism is that the workcards are only numbered on one side which could cause confusion if the pages are not kept together. Michael Evans

Minority religions

by David Self

Key Cassettes: The Jehovah's Witnesses. The Unification Church. The Church of Jesus Christ of the Latter Day Saints. Transcendental Meditation
£2.65 each. From the Scripture Union Mail Order Department, P.O. Box 38, Bristol BS99 7NA.

With most mainstream Christian churches in this country losing their congregations at the rate of about 2 per cent each year, and with non-Christian religions and cults growing at about 10 per cent, it is no surprise to find the Scripture Union publishing a series of audio cassettes designed to "educate" young people about such cults. Considering too that the recruiting methods of some fringe cults are often held to be dubious, these tapes might seem all the more timely. What is surprising about them is that they are so bland.

The basic format is to present a series of short discussions in which James Jones reads a few verses of the Bible. These are expounded upon by John Allen, the National Training Director of "British Youth for Christ". On the second side of each tape one or two former members of the church or movement in question are interviewed about their experiences.

The Biblical expositions are the least successful component. Some Christians will be glad to have their attention drawn to Bible passages they can use to refute the claims and beliefs of other creeds, but if this method of debate is adopted you must not criticize your opponent for doing it too. Is the devil not to be allowed to quote scripture? Incidentally, it is silly to invite the listener to look at "some Bible passages on Transcendental Meditation" since there are not any.

The interviews are more effective and varied. The Rev Jeffrey Fewkes, an Anglican curate, talks compellingly about his former involvement with the Jehovah's Witnesses and his conversion to Christ. He now finds prayer a great help, for example, before going shopping. Apparently the Lord has led him to many a good bargain.

Ros Mitchell talks about her time as a Moonie (member of the Unification Church) and how she "escaped"; a husband and wife describe how they were attracted to the Mormons (or Latter Day Saints), and how they became disillusioned with that creed; and on the last tape Pat Monk and an Iranian Christian talk about how they once practised Transcendental Meditation but now find greater peace in Bible study and praise meetings. It is possible to criticise TM for being no more than an elaborate disguise for something very simple, and it is possible to attack it for encouraging self-centredness or even selfishness, but to attack it (as Pat Monk does) for being "a false religion, linked with Hinduism" is both mis-leading and a gratuitous insult to Hinduism.

Such remarks aside, these tapes generally achieve their aim of being "fair, accurate and not malicious". I think they are particularly helpful in showing the inadequacies rather than the supposed errors of other beliefs. It must be stressed, however, that they are overtly evangelical, and whether answering propaganda with propaganda has any effect on the uncommitted listener is another matter.

Children's hours?

Frances Farrer examines the current concern about quality and balance

Children's television in this country may well be the least worst in the world, as Milton Shulman once described our general programmes, but there is still a great deal wrong with it. Critics, educationists and advertisers have been complaining vociferously and programmers say they agree, but whether the changes they are planning will make any noticeable difference is still a matter for conjecture.

Programmers have certainly been wondering how to make improvements during the past few months. The BBC children's department does an annual self-assessment and this year they also have to look for economies. The commercial companies, who have been concerned about their franchises and have come in for criticism from advertisers and the IBA, are considering holding one of their weekend consultations—very serious convocations of producers and authorities.

The sort of general criticisms that are made perennially of adult programmes are somehow more emotive when applied to children. Too much entertainment, too much concern for the ratings, too many repeats/imports, too much shoddy material, are familiar complaints for viewers of all ages. But in the context of children there is more of a tendency to moralize.

This would seem reasonable if the moralizing were confined to quality and if it produced tangible results, but it seems rather Victorian when it contains the idea that children should be receiving Improvement through Information all the time. There is, after all, a substantial educational television service.

Granada's Muriel Young says unequivocally that their teatime programmes, at least, are entertainment for when children get home from school. "If we're holding the children's interest we're doing our job", is her contention. But recent evidence shows that the independent companies, at least, are not. Rumblings during the last year or so have included the Roscoe lecture on television and the family, given by Lady Plowden, and a large article in *Campaign*, in which the account planner for J. Walter Thomson explained that his clients were withdrawing from advertising products such as crisps and cereals on television during the daytime, partly because of cost and partly because they had evidence that children were watching less commercial television: that the ratings represented adult "wallpaper" viewers and not children at all.

John Hambley, controller of children's programmes at Thames joined the fray last month, accusing the commercial companies in a paper given at the Edinburgh Television Festival of timing children's programmes badly, of uncoordinated planning and poor productions. More recently he said "I believe that in ITV we need to take a hard look at the whole children's hour idea. It seems we may begin to make and schedule programmes for kids at all times of day".

This view is not shared by all Mr Hambley's colleagues on the Independent Television Companies Association children's sub-committee, but they are unanimously concerned about quality, timing and balance. The committee is composed of all the heads of children's programmes in ITV, and has been meeting for 18 months. The ratio of entertainment to information is bothering them (assuming those elements to be exclusive), and so is the BBC's continued supremacy at children's broadcasting.

According to Joy Whitby, head of children's programmes for Yorkshire Television, this is as much to do with promotion as with programme quality. "It seems ironic that the BBC has the best commercial organization for informing the public about its programmes," she says. "We in the commercial companies haven't got the facility for on-screen central promotion. We can't cross-reference like the BBC can."

A remark which applies to planning, too. Despite their six or more meetings a year, the independent heads of children programmes obviously run a greater risk both of duplicating programmes and of leaving gaps than does the BBC, though they say their federal system leads to more individual ideas and less conservatism.

Childrens programmers from both sides of the fence have now come up with what they hope will be solutions to their problems. Not surprisingly, given the different situations, the ideas for improvement are different. None of them is likely to cause much of a stir, unfortunately, and the overall impression is far more of tinkering around the edges than of any serious attempt at a clean sweep.

The BBC are reasonably complacent about their children's output in general but have identified teenagers as the current age group deserving more effort. Following the success of *Grange Hill* (55 per cent of 13-15 year olds watched it) they are doing another series of it; as well as *Maggie*, a new series about a 17-year-old from Glasgow.

"People think of teenagers as ravening beasts only interested in pop music and fashion", says Edward Barnes, head of children's programmes at the BBC. "In fact, they're interested in everything, but in a different way from the way younger kids, and adults are interested."

Other people at the BBC are convinced of this, for both *Maggie* and *The Deceivers*, described as a documentary series about the world's greatest hoaxes, will be shown in an early evening slot on BBC2. They have been made using the BBC2 budget, and they also save air time on BBC1.

"The Squad", a drama series from Thames which is intended to introduce "real" issues via situations involving police cadets. Wednesdays, 4.45 pm, ITV.

Mr Barnes has a personal commitment to literature which is partly why the BBC's autumn programmes include *Spine Chillers*, a limited season of scaring stories which will be read aloud. There is also a new drama series of the kind for which the BBC has such a high reputation: *A Little Silver Trumpet*.

"From our schedules, it looks as though the BBC children's programme department has more money than the independent companies", says Edward Barnes, "but this isn't the case." He would like there to be more drama, to be able to do longer programmes, to do a news magazine programme with more information than *Newsround*. But overall the picture at the BBC is one of consolidating successes rather than of looking for revolutionary innovations.

After 18 months of meetings, members of the ITCA children's sub-committee have agreed collectively on slightly different time slots (their afternoon children's output was missing the children by being shown too early for them to see it after school), on different lengths of programme to allow more flexibility, and on a new logo to introduce the children's afternoon programming. None of this will set the world on fire, and neither will the individual companies' new programmes for the autumn.

At Yorkshire they are naturally enough doing another series of the excellent *Book Tower*, which won last year's Prix Jeunesse. "I feel very confident and happy about our output", says Joy Whitby, head of children's programmes. They are planning a series on astronomy for younger children, they are hoping to do more home-produced drama, and are planning to use fewer cartoons. There will also be a new series of *Frank Muir on Children*, a programme which many people feel reflects one of the gravest faults of children's programmes: a view of children and of childhood which is based in nostalgia and irrelevant to kids. Of course, this complaint applies to all adult-generated children's culture, but once again television seems more conspicuous.

John Hambley at Thames feels that *White Light*, his new magazine programme for teenagers, marks the beginning of a new effort towards tailoring children's programmes more directly to their needs. *White Light* has teenage presenters talking about issues of the day, interspersed with pop music, and has aroused the wrath of several critics who see it as a patronizing and clumsy attempt at popularity.

Thames also want to get more drama onto the children's slot, but Mr Hambley hopes for even greater things. "We must widen our vision. Children should have a sort of *South Bank Show*—within their range, but with no less quality. Not enough programmes encourage them to use their critical responses, or stimulate them to do things. We all spend too much time just pumping facts at them."

In pursuit of the stimulation ideal Thames are planning a slightly new format for *Ace*, the programme that replaces *Magpie*—"We need to light a few fuses, to encourage"—and have an idea for an activities programme called *Free Time* to be shown during the holidays.

Southern give the impression that they are stronger on drama, though as a percentage of their total output drama is perhaps around half. Lewis Rudd, director of children's programmes, says that he disagrees when John Hambley says the commercial companies are biased towards popular entertainment. He feels that they may be overweighted towards drama, features and information.

All the same, Southern are doing yet another series of *Worzel Gummidge*, they are planning a family adventure series called *Brendon Chase* and a period drama called *Scarf Jack*, and they have just finished the umpteenth series of *How*. Next year will see a children's comedy series based on the *Whizz Kids Guide*, a sort of slapstick school survival kit, with adults playing kids. *Going Out* offers a ray of hope: it will tackle unemployed school leavers and their social and adolescent problems.

From all this, it certainly looks like the mixture as before from everyone. The temptation to stick to a formula that works must be great, but the results of too much of this kind of thinking can be grizzly indeed.

Briefings

Radio and tv

CE and general interest

Is there Life after School? (Monday, 16.15 BBC2)
Brian Redhead presents this series for school leavers and careers teachers. "What's school for?" looks at preparation for the world of work.

Speak for Yourself. (Friday, 18.55 BBC2)
A new magazine programme for people living in Britain who feel their English is inadequate.

For schools

Finding Out. (Monday, 9.47, Wednesday, 11.17 ITV)
Two programmes for 7 to 9 year olds trace the course of the river Thames from London Docks to Canvey Island.

Time to Move. (Monday, 10.10 VHF4)
Developed from "Playtime" & "Let's Move" for younger age-groups, this series continues with a three-part unit on a traditional German folk tale, "The Little People of Cologne". 6 and 7 year olds hear the story.

Insight. (Monday, 11.05, Friday, 11.43 ITV)
This week's object lesson, explains to hearing-impaired and slow-learning children in secondary schools how rubbish can be re-cycled and treated.

General Studies. (Monday, 11.40, Tuesday, 12.05 BBC1)
16 to 19 year olds begin a unit on "Nuclear Power".

Introducing Science. (Tuesday, 11.40 VHF4)
Three programmes about wood begin with a look at the growth of a tree, how to tell its age and how seeds are distributed. 9 to 12 year olds are encouraged to carry out their own survey of trees.

Stories and Rhymes. (Tuesday, 14.40, Thursday, 10.20 VHF4)
"Knee-high to a Grasshopper" is a series of poems and stories for seven to nine year olds about tiny things.

English. (Tuesday, 14.40, Wednesday, 10.30 BBC1)
"One Man's History" analyses Orwell's intentions in "Animal Farm", for 14 to 17 year olds.

Resource Unit 11-13: Geography. (Wednesday, 11.40 BBC1)
"Routeway", for 11 to 13 year olds, illustrates how communications are influenced by physical and human factors.

Twentieth Century History. (Wednesday, 14.18 BBC1)
Illustrates the United States "Boom and Bust" from 1919 to 1929. Fourteen to 17 year olds investigate the background.

Maths-in-a-Box. (Friday, 10.15 BBC1)
A seaside amusement arcade is the setting for a programme on numbers up to 100 and the importance of place value. For six and seven year olds.

From Greeks to Victorians

James Bromwich reviews two history series

TV AND RADIO
Resource Units: History 11-13
Radio: Living through History 11-14

This autumn term sees the beginning of two good BBC history series aimed at the lower secondary age range. As usual they could also be used effectively with both junior and even senior secondary classes depending on the needs of pupils and teachers. The television programmes, *Resource units: History 11-13*, covering Greeks and Romans, were first shown last year. The new radio series *Living through History* ranges from the Dark Ages to the nineteenth century.

Both television and radio broadcasts need to be recorded and preserved. Cutbacks in schools broadcasting are so heavy that certainly there will be fewer programmes, more cheaply produced. *Resource Units: History* have managed to maintain a high standard although the marks of recession are apparent in the lack of support material, particularly for the television series. Neither has pupils' pamphlets—though schools might now be finding "extras" such as these difficult to afford anyway. The teachers' notes for the radio series are good and the radiovision filmstrips outstanding. The *Resource Unit* has a lone wallsheet of montage reconstructions (Greeks on one side, Romans the other) whose small size will hardly give it much impact in the classroom. However, it is the high quality of the programmes themselves that makes them so worth keeping.

There are only five television broadcasts. They are well written and tightly produced by Jill Sheppard. The camera does not meander wastefully nor is it drearily static. The history can rarely be faulted. Geoffrey Trease has written the first programme, a dramatised examination of the workings of Athenian democracy. It makes clear the limitations of ancient democracy, such as the exclusion of slaves and women, without exaggeration. The slaves are not shown as abject and the women are seen in a general context of secondary status. The care in the preparation of the series is indicated by the choice of a true incident involving Socrates allowing some discussion on the threat of free thought, and the sinking of the Athenian ships in battle.

Robert Erskine has written and presented the remaining programmes. All three on the Romans stress the Empire wide context (visually with a large solid map of Europe) while concentrating on Britain. "The Military Machine" is typical of the professional care taken: there are enough drilling legionaries to avoid a sense of cheap recreation, the distinction between them and auxiliaries is sharply defined and we are shown equipment being used.

More original perhaps is the programme dealing with Celt and Roman. Reconstruction is used to great effect, with close attention paid to accurate detail and a respect for differing lifestyles. It is compelling television.

Initially the radio series appears much more conventional, satisfying the general curriculum needs of the 11 to 14 age group: some medieval (Autumn), some exploration and discovery (Spring) and some industrial history (Summer). Yet they are much more than worthy lesson fillers. Though "social" in bias, they do not avoid political events, and while using drama, they balance this with a strong input of evidence-based commentary. They concentrate on key issues without an excess of "facts". This term includes four programmes on England between 400-1000, another four on the Middle Ages and two on the Tudors.

The broadcast is simply a commentary yet it straightforwardly brings out the significance of disease, visionaries and popular rebellion as well as the force of such ideas as judgment and salvation. Few children would not be gripped by Fra Angelico's "Last Judgment" or the "Dance of Death" from La Dance Macabre des Femmes.

Eleven year olds might find the first programme on Verulanium and the collapse of Roman Britain equally compelling. It has vitality and pace through the mixture of drama and the comments of Brian Adams from Verulanium Museum and a narrator. Nevertheless I have strong personal doubts about some of the imaginary elements, particularly giving Irish voices to the barbarians who fled from battle without a fight upon hearing shouts of "Alleluia". This was too close to popular stereotypes and therefore distracting from the historical context.

Where the producer Alan Ereira and his scriptwriters seem to have a deeper feel for the material the results are excellent as the "heaven and hell" example shows. Equally effective should be those on the development of Winchester, and even more promising the examination of life among the beggars and criminals of Elizabethan England based on a contemporary slang dictionary. Next term again avoids the conventional exploration approach, but looks at how the appearance of Westerners seemed to the inhabitants of the Spice Islands and later Pisarro's conquest of the Incas is depicted in radiovision using rare photographs of a modern Bolivian festival in which the inhabitants of a village replay the events.

Also interesting is the decision to follow up these programmes on the movement of populations, not just slaves to the West Indies, but also Indians to East Africa and the depopulation of Ireland.

talkback

Is your headteacher necessary?

John Price

I am sure all teachers must know that feeling of release, that exhilarating sense of freedom, that comes with the words, "The boss isn't in today".

No more worries about him sticking his head round the door at some inconvenient, if not embarrassing moment. No need to fear that spine-chilling imperative, "The head wants you in his office, now!" which comes out of even the bluest blue. He isn't there. It's marvellous, a day when you can relax and be yourself.

It doesn't last, though, and he'll be there tomorrow. Tomorrow and tomorrow and tomorrow, with his petty pace and fitful fevers. That tyrant, that incredible educational hulk whom no walls restrain.

And we all wonder what he does all day. He either seems to snoop about, getting in everybody's way, or else he locks himself in his office with "paperwork". Not a bad life really, take a stroll when bored, lock yourself away when harassed. DO NOT DISTURB, HEADMASTER SLEEPING. No of course they don't sleep, they . . . they . . . hibernate.

Seriously though, schools can run far more smoothly without a head than without, say, a probationer. I mean, probationers have those awkward impediments called classes. Kids that have to be occupied. You can leave a headmaster's study all day and it will cause no bother at all to anybody, but leave the fourth form local studies group for more than five minutes, and you have got bother.

I have this theory that schools would be more efficient if they had no headteachers. What do they do that can't be done by your average teacher?

Well, they meet people. Awkward parents come on unexpected visits. The police pop in from time to time. Advisers sneak in surreptitiously, I even remember a director of education who once . . . no, I tell a lie.

The point is that people have to be talked to. Now I believe that those people should talk to the person with the most information about what is really going on in the school. That's right—the school secretary.

She would have the advantage of not having much educational theory with which to obscure the issues being discussed. She would not have the impediment of believing that it is *her* school. Consequently the visitor would be more likely to be given a straightforward, relevant reply to a question, or have a complaint listened to objectively.

Another major occupation of headteachers is permission-giving. In a large school they receive callers quite regularly, to ask for permission for anything from starting a new course to going to a funeral. And the replies they get often depend on what sort of a mood the old man is in. If his wife's giving him stick, then it's rather like Mrs Whitehouse asking if he can buy a copy of *Playboy*.

Thus the head acts as an important check on progress. The timid give up before they reach his office, the inexperienced ask the wrong questions at the wrong time, and so many good ideas are stillborn.

The secretary will be too busy to do this job, and you cannot give it to any one individual as he or she will be just as susceptible to their own whims, prejudices, moods and emotions as the head teacher. This is a job for a group, preferably the whole staff.

At a meeting before the start of a school year, the staff should decide on major principles about giving permission for things—for instance, that all well thought out schemes for improving literacy or numeracy should be tried out. The details could be left to a small committee appointed by the staff as a whole.

John Price teaches in a northern comprehensive school.

A question of experience

M. Ivor Davies

Mary Warnock's "Willingly to Market" column (September 12) left me with a sense of irritation and frustration. Here was a senior research fellow, making high level pronouncements and generalizations without a basis of fact.

How easy it is to say that "teachers must change their attitudes towards creativity", while forgetting the fact—which a minimum of research could have established—that materials for creativity cost *money; and that money is not available for such materials.*

Had she, as I did last term, had to raid the school fund for a computer, beg and borrow to establish an electronics laboratory, she would not have been so glib with her advice.

As a research fellow she might have more profitably enquired how much is taught in schools about commerce in general. Had she done so (by a short telephone enquiry to CSE and O level boards), she would have found that excellent syllabuses exist in commerce and neighbouring subjects, and that the take-up for examination entry is high, and increasing.

The same is true of economics, although here there are difficulties of conceptual understanding in which appropriate university teachers could give enormous help to schools, were they to turn their attention seriously to it.

Mary Warnock *says* that it is the duty of teachers to present commerce and industry as exciting subjects. One is tempted to ask whether she has any experience in commerce and industry. Certainly some areas are worthy of such presentation, but if one followed her advice to the letter, one would be guilty of untruthfulness and falsehood—hardly the duty of a teacher.

Perhaps she has not experienced—as I do yearly—the exasperation of seeing able girls who, because of skilful advertising and sales talk, take up low level employment in banks.

"But", she may say, "your exasperation arises from your headmasterly interest in learning as an end in itself, rather than seeing the wider 'shared benefit' of the creation of wealth". But my exasperation derives from no such high level thinking.

I know that within three months they will be back to visit me, telling me of their boredom with low level tasks, and the lack of opportunity to develop their talents and initiative. Perhaps Mary Warnock would advise me to "present commerce as *exciting in itself and as the means to a common good*". I should receive short shift if I were so foolish.

Mary Warnock has latched on to the current thinking that if only schools would change in their viewing of commerce and industry, then our current economic malaise would be solved. On the general thesis I make no comment; I have considerable sympathy with it. But I would question the amount the school can do.

The "bad image" of industry (not so much commerce) arises in the home; it arises from the experiences of the parents of the pupils, who themselves work in industry, and from older siblings who relate their experiences in industry.

The problem is much more deeply rooted than Mary Warnock would have us believe. Perhaps she would investigate the market itself rather than pontificate on the roads to market.

Mr Ivor Davies is head of Robert Clack Comprehensive School, Barking.

Labelling children

Richard Brown

It's the end of my first week with the new class. At home, exhausted, I sit back and ask myself: what's this bunch going to be like, then? I scan the list of names—which now have faces—and various types suggest themselves.

Donna's at the top of the list. She belongs to the most ubiquitous group: *The Chatterers.* One would like to think all her talk is about the task before her (it's collaborative learning!) but oh no, it's talk about everything else under the sun. Gets by with the minimum of work. Could tick perhaps a third of my class list for this one.

Dawn is next—now who is Dawn? Ah, yes, she's my second category: *The Self-Effacers.* She slides in, buries her head in her bag, book, comic, or drawing. Resents teacher intrusion beyond the simple instruction. Work adequate but too shy to ask for help when stuck. Says nothing in discussions; makes a good monitor; loves to stay in at break . . . In this group I'll put the inseparable Susan and Helen, and Tom the avid reader.

Next comes Paul—clearly not a self-effacer. Thank heavens there's only one of him. Noisy, brutish, disruptive. Swaggers at sport. Sulks and scowls when disciplined. Not a hopeless case if you keep one large step ahead of him. He is: *The Barbarian.*

But Robert is another kind of attention seeker. He is: *The Charmer*. Compliant to your every wish, flatters you, loves your jokes, comes in early each morning to chat to you, happy to do jobs. Always got his hand up. Keeps the system going . . . Here I'll put Anthea, Julie, and John.

Close cousin to the charmer is *The Worker*. A natural academic, at the age of nine already counting his future O levels. Turns out scrupulous work in neat script, and agonizes over the slightest error. Good at tests. Achieves much within narrow limits, but tasks needing divergent (creative? lateral?) thinking leave him perplexed. By the age of seven he's mastered the system—it was made for him. Include in this Adam, Amanda, and Sarah.

My finger reaches Joanna. Clearly, with her strange hybrid script, she belongs to the category of *The Problem Child.* She could have been any one of the following: can't read, write, think, handle numbers; wets herself; half-deaf; withdrawn; terrified; conceited beyond belief; wet; fat; sleepy; dirty; absent-minded . . . I could go on for ever. Joanna stares at me through moon-shaped spectacles as I wince over her work, and seems to say, why can't you understand it? With her I'll put Wayne who cries every morning, and Sarla who hardly speaks a word of English.

Such categories have been adequate reflex actions until now. But this year I have been warned of something new: *The Disrespectors.* They are not exactly barbarians like Paul, for Paul knows the score. This type have only the most primitive notion of respect for people, property, and rules. Tell them to do something that is not instant fun, or demands a modicum of self-discipline, and their eyes glaze over, they switch off.

Impossible to have them working in groups, they squabble and laugh at one another. They cause endless complaints from other children: pencils snapped, arms punched, people threatened, coats trampled on, tables covered with paint. They will tread over some beautiful picture you put on the floor to mount and look at you in amazement when you expect an apology. They have got away with murder from the cradle.

What's going to be my approach to these children? There appear to be several of them, mostly boys. Their former teacher tells me that, "They're devils together—but angels apart." Well, there might be a clue there. No use trying to appeal to them as a group (devils); I must take each aside (angels) and with dogged patience reveal to them the value of basic rules. I suspect that it's all to do with the likelihood that they've never had a good child-adult relationship. Which makes me a substitute parent—and part of me resents this. Am I not here to teach, to deepen their knowledge and increase their skills?

You may think this sorting process is crude, even dangerous. After all, such predictions can be self-fulfilling. Let me reassure you that during the term something different happens. The abrasive friction of daily contact soon wears off such labels. I forget where I placed each child. I penetrate deeper and find what I hope is unique to the child. This takes time, and such convenient labels are my points of entry.

This year, I wonder what will happen to my new category, The *Disrespectors*. Will they prove an enemy even to themselves, and never let me reach beyond the label?

Richard Brown teaches at Fulbourn Old Drift Community School, Cherry Hinton, Cambridge. All names are fictitious.

Gaining from projects

Sylvia Warner

John Eggleston's article "The drawback of projects" (September 12) effectively describes the characteristics of many projects carried on in middle schools which lack any "mechanism whereby mastery, incremental learning or even certainty of progress can be ensured". But it fails to encompass accurately teachers' perceptions, and to take account of teachers' attempts to combat his "drawbacks".

He believes that "teachers, faced with mixed-ability classes, integrated curricula, wide differences in motivation within a single classroom, turn thankfully to the project"—which he describes as possessing neatness and convenience from their point of view.

These descriptions are not representative of most teachers' feelings towards this area of the curriculum. Many children enjoy projects for a variety of reasons, but find it difficult to plan because of a lack of up-to-date resources to suit all abilities. Teachers are often perturbed that their inquiry methods and their "capitalising on the interests of the child" fall short of their expectations of "stretching" every member of the class. They are bedevilled by the thought that, if anything, project is bitty and extremely hard work, rather than "neat" and "convenient".

Studies such as that made by the Schools Council's "History, Geography and Social Science 8-13" (1971-75) team have tackled problems of organization, structure and assessment within the classroom. Influenced by Jerome Bruner's thinking, the team's idea of structure grows from a selection of key concepts from which themes and experiences appropriate to illustrate at each level are derived.

The "detailed structuring" which John Eggleston seeks is built up by the teacher from selected objectives (skills to be achieved), which she translates into cumulative tasks for the pupil. This is easier said than done.

The Schools Council has produced materials which provide a foundation, but the teacher has to group her pupils, make the materials relevant to them, and find supporting material. This is hard, time-consuming work—no convenience.

One way is to spend hours on workcards which direct the use of available books, film strips (you need individual viewers), tapes (you need suitable listening bays, and you may have to make the tapes yourself), artefacts (from the Museum Service), etc. Individuals, pairs or groups can work in this way.

As John Eggleston says, the advantaged children are helped at home. The others ask "what do I do now?" as soon as their task is hurriedly completed. They must be helped to persevere, aim towards higher standards, think for themselves a little, work unsupervised when the teacher is busy elsewhere.

Another way is to teach by the whole-class method (mixed-ability, remember). Thirty-four children watch the same film or listen to the same tape and the same task is applied afterwards to all pupils: surely a more frustrating experience for many children than that generated by any attempt by the teacher to fit the task to the child, however difficult this is?

When devising tasks, the teacher must keep those objectives in mind. John Eggleston's emphasis on objectives begs the usual question of how the teacher effectively assesses many of them—ones often peculiar to and confined to Integrated Studies, e g "developing empathy", "evaluating information", "formulating concepts and generalizations".

But the diligent teachers try. They believe their objectives are sound. They do tackle assessment. They take account of the school's requirements: usually Record Book, Mark Book, Child's Report, the Standard Record Card, the Language Development Card: and they attempt to implement these in a speedy way, which relates to their original objectives and above all to the individual child, so that they *do* have a mechanism for monitoring progress.

The over-cautious teacher when assessing constantly looks for a tangible outcome—whatever this may mean for the child, she will test, use closed questions, and give marks out of ten.

It *is* possible for children to gain little from a project. It is also possible for them to benefit immeasurably from a teacher who recognizes that she has a truly onerous task, who believes in what she is doing, and who keeps a sense of balance about what she can and cannot attain.

Sylvia Warner is year leader, James Elliman Middle School, Slough, Berkshire.

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resources

Access to the past

Sally Festing on the controversy over the Natural History Museum's recent exhibitions

Museums began with collections, the collections needed curators and when they could no longer be financed by private money, state grants were made available. As they grew in value and importance the public rolled up in increasing numbers and it was then that the concept of education was officially introduced. So they end up performing two separate functions: conservation plus research and education.

The Natural History Museum's radical new exhibition scheme initiated in the early 1970s was for the benefit of its annual three million visitors. Until 1977 the galleries presented a fairly traditional picture of stuffed animals and skeletons collected by generations of naturalists. Although some of them had been updated, others had remained almost the same since the beginning of the century. Henceforth, however, all the powers of modern technology and educational psychology would be employed to make the museum a useful and enjoyable experience.

The first of 30 phases in the new scheme, the Hall of Human Biology, opened to a burst of general enthusiasm. It has been followed by popular exhibits on ecology, dinosaurs and evolution in successive years. But not everyone approved. A small yet vociferous group of academics threw up their arms in horror at what they saw as popularization at the expense of scholarship. Those who read some of the more specialized biological journals will be aware how fiercely the new exhibitions have come under fire. So far the controversy has been restricted more or less to the academic press. It needs to be fully aired, seriously discussed by everyone involved.

For simplification I have spoken of "academics" and "educationists" although obviously the distinction is not clear cut. The basic plan of the new scheme was carried out by over 40 members of the museum's scientific departments, academics included. But by their very nature museums attract people who are resistant to change and they have been joined by a number of academics from outside the museum service who genuinely preferred the old atmosphere to the new "trendiness". Together they have formed an influential critical pressure group.

Some rather woolly semantic distinctions have been made between "education" and "inspiration", "entertainment" and "information" and so on. Indeed one of the complications of the argument is that each side expresses itself in a different language. While supporters of the present policy use unemotive generalities about "universal education", the "new mass media" and an "experimental approach to biology", the critics, lament the loss of "charm and character" and the pure "wonder" of science. A little of which, they claim, disappeared along with the stuffed anaconda and the hawksbill turtle.

To this the supporters reply that with a few obvious exceptions (the blue whale, the dinosaurs) this idea that objects speak for themselves is pure mythology. A zoologist looks at a set of primate skeletons with a whole body of knowledge quite foreign to the average visitor. What the latter needs is a framework in which to view the material.

There is criticism about the nature of the new exhibits, which are described as a lot of knobs and computers. Drawings and plastic models are also found faintly repellent by comparison with actual dead specimens.

And so it goes on: Why do they cater for the lowest denominator? ask the critics. Admittedly the primary school child is important but what is there for the professional biologist or post-graduate students? Besides, most of the information is available elsewhere. The reply here is, yes, the schoolchild is vital since he or she in school parties alone represents a quarter of a million visitors and roughly 24 per cent of the remainder are of school age. Admittedly some of the exhibits are unsophisticated but others show extremely advanced ideas: opinions were sought from leading scientists in various fields. Secondly the material may be available elsewhere but available to whom? A recent survey shows that 77 per cent of all museum visitors have no qualifications in biology.

Indoctrination through selection "the didactic touch" is rejected outright. The museum tries to give some idea of the controversial nature of science. Ideas change, nothing is permanent, and the old hall on evolution really did indoctrinate.

There have been murmurs about failure in communication between the museum authorities responsible for the plan and the external scientific community. Are the critics huffy because they were not involved early enough? There always will be those, say the supporters of the new policy, who prefer rows of stuffed fish tagged with Latin names, but the museum's first responsibility is to its diverse visitors. What is the point of using valuable space with exhibits that are seldom looked at? There are never more than three people in the fossil invertebrate gallery even when the rest of the building is packed out.

If the barrage of criticism has put the museum on the defensive, they do have the unanimous vote of those for whom the exhibitions were aimed on their side. A four-year survey shows considerable changes in the visiting patterns to the museum over that period, all favourable to the new galleries. Of secondary schools coming to the museum from 1977-79 we know 46 per cent visited Human Biology and 44 per cent visited the ecology exhibit compared with 13 per cent for the next most popular topic. The new exhibitions are also the most valuable educationally in the opinion of teachers, and of 34 university students questioned last year, 23 found one of them most interesting.

Despite these results the long-term plan for the exhibitions, i e the next 10 phases seem to show increasing emphasis on classification and systematics. Is this what we want?

Televised communication

by Peter Turner

In the late 1960s, in an article which appeared in the *TES*, I made a plea for school children to be given access to closed-circuit television equipment.

It is disappointing that despite technical advances that have made excellent, relatively low cost equipment available, there has been little progress towards this goal. Several O level and CSE examinations have been established but, to date, few schools have responded.

A significant number of pupils come to consider themselves educational failures because they have difficulty with the traditional school subject, English language. They may have been late to master basic reading skills, or still have spelling difficulties. These failures frequently develop into a barrier which discourages effective written communication, and inevitably places limitations on other subjects.

If this cycle of failure is to be reversed, it is vital that children be helped to develop confidence in their ability to communicate. Opportunities to use television equipment can begin this process. This is not to suggest that communication by television should replace the written word, rather, that it should be used to give children a taste of successful communication and perhaps to provide motivation for them to prepare written materials. Working within a studio, pupils are quick to realise that a written script is important for a successful production.

Obviously, the use of television equipment should not be confined to pupils with learning difficulties. Within the teaching of English, all pupils should be given some experience of using and controlling the medium. In drama, too, there is positive value in doing some work with television cameras. All too frequently, where work with television actually exists, priority is given to those pupils who have already succeeded within the traditional school system.

In addition to the possibilities of television work with children with written communications problems, insufficient attention has been paid to its potential in other ways. In industrial courses on interview technique and leadership course members are shown their performance on television, and for example they often become aware of irritating mannerisms. This principle could be developed for school children.

I have observed cases of children who were mildly autistic gradually seeking a role in front of the cameras. There have been instances of hyperactive children cooperating with their teacher for the first time, apparently because of the "three area" effect of the television studio: no single area of a studio is most important. There is the space in front of cameras where the presentation takes place, cameras, and the director's gallery where the picture selection is controlled. There is no one place where a single individual can be seen to be most important.

The problem in trying to organize this kind of work is to find a balance between the development of teacher skills and the provision of facilities. Courses for teachers attract few applicants if there is no access to facilities, while the provision of equipment is useless if there are no skilled teachers.

In Surrey, despite successive reductions in public expenditure since 1975, it has been possible to provide basic training on short courses for a small number of teachers each year. Recently, these have been held in the colour studios at West Surrey College of Art and Design in Farnham which were installed as a studio for the authority as well as for the college. In addition to the teacher courses, a number of five half-day demonstration courses have been provided for children.

Although a few schools have got their own television apparatus, not all of it is suited to the purposes indicated here. Pupil access, which has been called "process" television because the benefit is from using the apparatus rather than the resulting programme, requires facilities which provide opportunity for plenty of tasks. Colour or monochrome portable facilities, however, which are ideal for general production of teaching and learning programmes, are best used with a crew of no more than three people.

The authority has developed two separate facilities for pupil access television. The older established one is in a fixed location while the newer facility is based on a transportable trolley with vision and audio mixing controls and a three viewfinder camera. This system may be booked for one week and is delivered by local authority transport, but access is restricted to schools with trained staff.

Peter Turner is Surrey County Council's General Inspector for Educational Technology.

Making films in middle and primary schools.

Antipodean views

by Bryan Waites

Perspectives New Zealand.
Farming. By M. P. King.
Perspectives Australia.
Urbanism. By S. J. Craig-Smith.
Sets of 12 35mm slides with illustrated teachers' notes.
Educational Productions Ltd, East Ardsley, Wakefield, West Yorkshire WF3 2JN. £3.15 each, plus VAT.

Before entry to the EEC Britain took 90 per cent of New Zealand's butter, 70 per cent of its cheese and 80 per cent of its lamb. If the rules had been applied fully these imports would have been completely shut out. As it is, a reduced allocation has been allowed but the future of this is uncertain.

The dramatic effect on New Zealand's economy is a theme of *Perspectives New Zealand*, which is well supported by excellent colour slides, detailed notes, maps and two line drawings of selected slides.

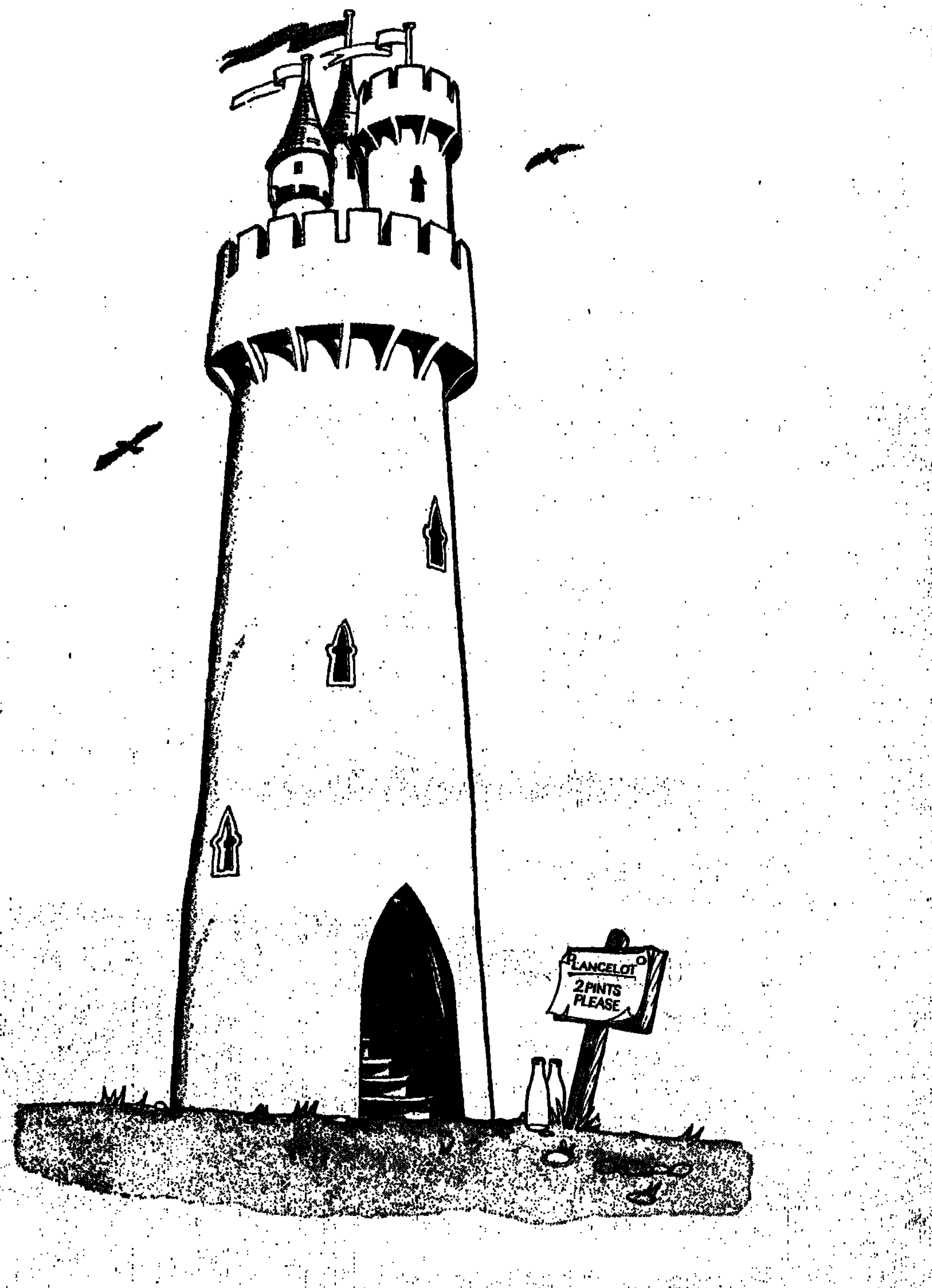
The slides represent a cross-section of farming types ranging from a sheep station near Mt. Cook, sheep-beef in the volcanic areas of North Island to beef cattle, dairy farming, market gardening and viticulture in other parts of the country. A motolactor and cheese factory are illustrated and attention is given to arable cultivation on the Canterbury Plains.

The pupils' work activities are very full and testing, with much additional information. The resource list should be longer, and there is a mix-up in the slide numbers.

Perspectives Australia follows a similar format, with slides showing city shopping centres, inner suburbs, renewal, out of town shopping centres, outer suburbs, and English, American and Australian influences on city buildings. Most examples are taken from Melbourne.

Again, the notes are full but the suggested pupils' activities are weak and the resource list should include more references that are available in Britain. The problem with this slide set is that many scenes are characteristic of all western cities, and there may be little excitement in looking at supermarkets, shopping centres and universal tower blocks. It would have been helpful to include activities of people, say, on the beach, in the car or on the way to work.

Both sets are part of a larger series which will be visually useful but it is likely that the restriction of 12 slides per set can only be effectively overcome by purchasing the sets on recreation, life and landscape, industry and trade.



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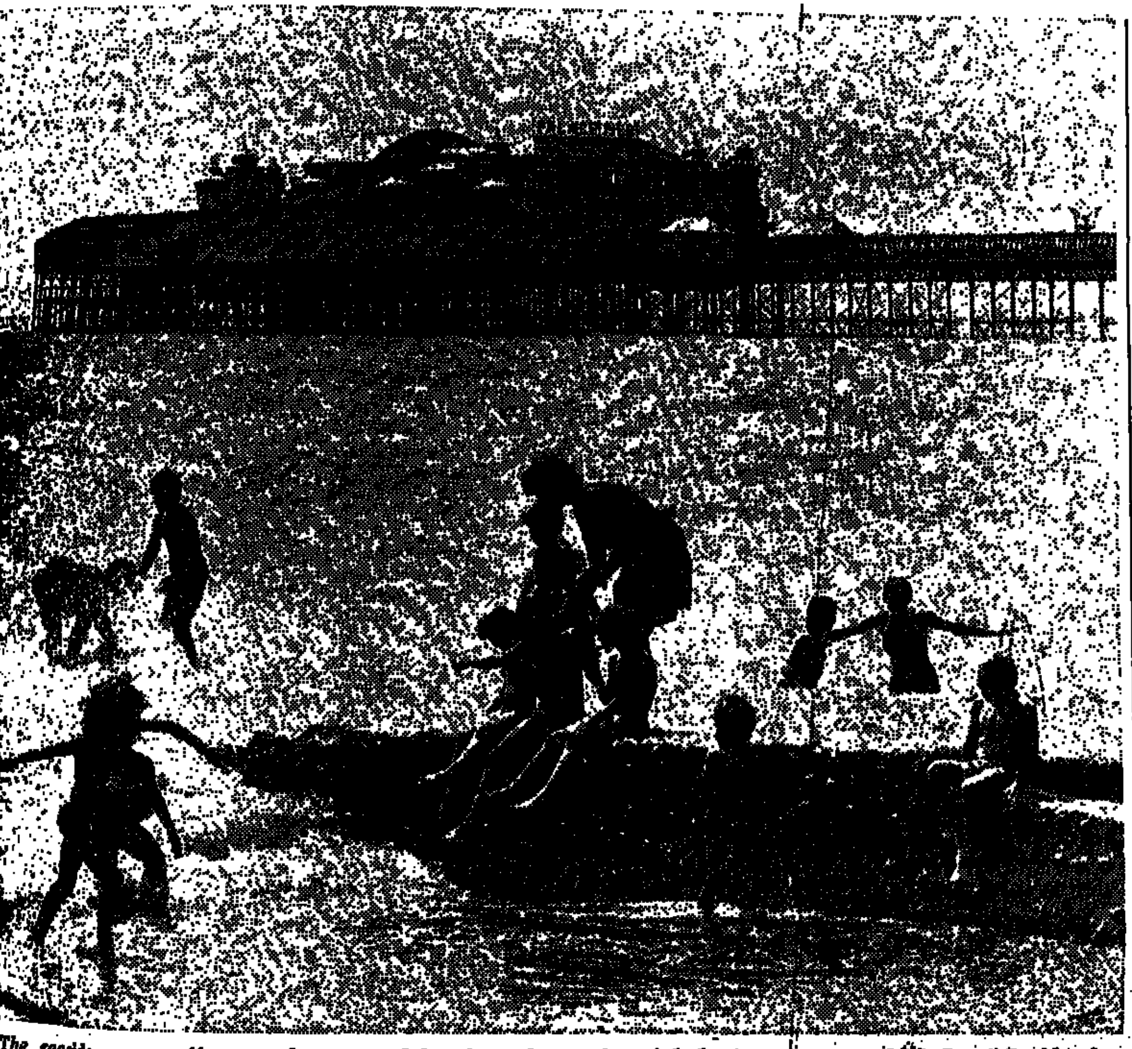

The seaside resort offers a chance to delve into the realm of behavioural geography. See "Beside the seaside", page 36.

Book review

PARTS OF THE WHOLE

By Philip Sauvain

Upland Britain. By Roy Millward and Adrian Robinson.
David and Charles. £8.50.
The Centre of England. By Victor Skipp.
Eyre Methuen.

Both of the titles under review here, are best described as historical geographies since they deal only perfunctorily with the present day—an "Epilogue: Past, Present and Future" in *Upland Britain* and a last brief chapter on conservation problems in *The Centre of England*.

Both books carefully set out their geographical terms of reference. Millward and Robinson define *Upland Britain* as "the parts of these islands where one can find oneself at more than 1,000 feet above the sea". It would have been helpful, however, if those invited to read the book—"a geographer, a keen walker or simply an occasional visitor"—had been provided with a distribution map to show where these "parts" actually lie.

The authors begin by surveying the different geological landscapes of highland Britain and then contribute a particularly stimulating chapter, "The Hostile Environment", on climate and weather. After setting down clearly the physical constraints they then analyse man's response to these environments in "The Ancient Landscapes of Upland Britain" and subsequent chapters which trace the evolution of land use and the cultural isolation of the highlands. Regrettably, and perhaps surprisingly, there is no extended treatment of the development of the tourist industry, nor any detailed analysis of the impact of that industry on Highland Britain today. Even so this is a readable and very welcome introduction to the historical geography of the Highlands of Britain.

Victor Skipp's region, by contrast, is almost entirely below the 1,000ft contour, although he sees the margin between highland and lowland in less distinctive terms and claims "there is no one line that divides the highlands from the lowlands in this part of England". His *Centre of England* is bounded "by the walls of high ground that rise beyond" the rivers Trent, Avon and Severn.

This historical geography of the Midland Triangle makes lively reading although some readers may take exception to the eccentricities of style—such as the section with the rigorous heading "The Permo-Triassic Desert" which begins, incongruously, with an aside about "being called 'luv' on the buses" in Lancashire!

A clear survey of the physical geography of the region leads on to a study of the evolution of the landscape from prehistoric times to the nineteenth century and culminates with a rather weak chapter on the cultural heritage and a short survey of present-day problems. These are minor blemishes, however, in what is essentially a solid and interesting book with a wealth of illustrative detail.

NOT NEW—JUST DIFFERENT

By Geoff Dinkele

Question: what is the similarity between a bus, a woman and a new idea in geography? Answer: none are worth chasing because another will soon come along! Copious ideas in geography have certainly come along in the past, especially in the last decade, and in last December's Geography Extra doyen Patrick Bailey described how geography has come of age.

But has the subject changed so radically and is it all brand new? Are teachers really replacing the atlas with AA Guides and the Yellow Pages? Is it a case of [illegible] rules, OK? Does every geographer understand paradigms, students' t test and trend surface analysis? Have fundamental topics such as the seasons and time zones disappeared from schemes of work? Are teachers trained in the sixties and earlier on the wrong wavelength? After 20 years as a practitioner and as a pioneer responsible for reformed geography, I shall try to answer these questions.

After my first term of teaching, one of the boys impersonated me at the Christmas concert. I enjoyed the dubious compliment, particularly one incident. What geography teacher could ever forget the following? "I want you all to study this interesting door. It falls into three regions—the top, the bottom and the middle!"

Descriptive regional geography remains a facet of the subject, occupying a role as the necessary background to more useful studies. Geographers will always be interested in regions as they persevere with their studies of the earth's surface. The so-called geographical regions now have a pattern of functional and political regions superimposed upon them. I often find myself using the local government area (and aggregates of them) as an areal unit of study for reasons explained in the next paragraph. But what is new about using parish data?

It could be argued that geography is more precise these days and that the cinderella image of the fifties no longer applies. The quantitative revolution, the dust of which has surely now settled, and the more universal application of the scientific approach, analytical work, hypothesis testing and purposeful map work and field studies have become part and parcel of the subject's coming of age. Such approaches require specific data which introduces greater precision and reality into the subject; a long needed improvement.

Now we are getting warmer! Present practice favours the in-depth study involving a close look at a topic or region. The selected theme is used as a vehicle to reveal patterns and processes. Our strategy in reformed geography was to study a topic by concentrating upon the local area followed by the British Isles and selected areas elsewhere in the world. In short, the concentric approach introduced by Fairgrieve.

I have always insisted on the term "reformed geography" because the epithet "new" is a misnomer. The subject has evolved through changes in emphasis upon methodology and philosophy. Organizing my first simulation and listening to Rex Walford for the first time blew my mind in 1970. Within three years I was a reformed geographer, using my material in different ways, managing classes, striving for relevance and making students think.

One of the first exercises I recall compiling was called Frost at Farnborough. Students were given the dates of the first autumn air frosts at Farnborough for the past 50 years (data obtained with no difficulty from the local weather station). Their task was to predict the date for the present year, the exercise being carried out in the summer term, or early September. The reason for the exercise was *quoted as the desire of a local garage* to launch a timely and profitable campaign advertising antifreeze. The subject of frost was hardly new but the approach went considerably further than the customary meteorological recipe for frost and the 200 frost-free days line of the South Eastern United States. Incidentally, one of the best answers came from a youngster who did some research into weather lore.

Among the countless ideas and study units I produced was the weather forecasting simulation. It provides a chance for students to put themselves in the shoes of the man at Bracknell and to cope with a depression crossing the British Isles. The depression model (tracing paper or acetate) moves across the map according to the throw of two dice. Students make their forecasts at intervals, using weather keys, and at the end state their success in percentage terms. Complete success is rare!

To study the geography of post boxes is merely the selection of a previously ignored object which has a geographical distribution within *a town, and which can be used to* introduce the concepts of accessibility, areal association and hierarchy, the skills of mapping and prediction, the importance of change and the omnipresence of the non-geographical and chance factors. Not bad for an object which is more familiar to a youngster than a volcano or an Australian sheep station. Ever thought about the geography of flower beds?

The Planaforest unit is intended to help students understand landscape patterns and landscape architecture, and includes cartographical skills, conservation material and the recognition of common conifers. By giving students the chance to run the many different types of power station in the North Western region for a typical winter's day, the Power Game, in my view, teaches the essentials of energy production (even the CEGB approved of the study unit). Commuting in North Rhine Westphalia was investigated because we felt that journey-to-work studies were either London-orientated or based upon the local area. To try to unravel the basics of such spatial interaction within a large conurbation was a challenge, something every student and teacher needs at regular intervals.

This is neither the time nor the place to catalogue the so-called new material I have created, adapted and used in the past decade, and am still producing. Readers may consult the Harraps Course in Reformed Geography if they wish to see the end-product of the efforts of three teachers to reform the subject. Turning the pages of all six books will reveal a modicum of what could be called new. Lots of things are different, but not new.

In case the reader is still uncertain of my views on the current position of school geography, let me conclude by advocating a blend of new approaches, techniques and philosophies with the well-tested ingredients of the so-called traditional geography. The anagram specialist is quick to get reform from former and geography teachers could follow this example. I still firmly believe in hardware models but the replica of the shaduf and the local relief model must be joined by Lego population pyramids, models of climatic graphs and even a hexnet made from a board, nails and rubber bands.

We must encourage students to think, provide them with experiences akin to the affective domain and above all, prepare them for life as young adults living in the closing decades of this century. To achieve these aims, the objectives of the fifties and sixties need to be amended. Therein lies the reason for the changes in the subject in the last decade. Thus Geography is not new, just different.

In 1970 it was an exciting and challenging time to be in school geography. Ten years later, it still is.

Geoff Dinkele is Head of Humanities, Cricklade Tertiary College, Andover.

Contents

Geography and Development Education 34 • Primary school fieldwork 34 • Reflections of a sixth-former 35 • Geography and the seaside resort 36 • New 'A' Level syllabus 37 • Ways of teaching about Europe 38 • In praise of fieldwork 38 • Geography and integrated studies 39 • European Directory 40.

FURTHER DEVELOPMENTS

Geography and Development Education—the GYSL/ODM Project

By Pamela Bowen, project director

Most geography teachers in Britain know of GYSL (Geography for the Young School Leaver); a large number have adopted it since publication in 1974 and in many schools the materials form the basis of a common core geography course for CSE and O level. This major Schools Council curriculum project was funded between 1970 and 1974 and produced a statement of key ideas relating to geography that would be valid across the ability range. The materials, published by Thomas Nelson, were written for the average ability pupil but the common core approach advocated has, since 1974, been developed by teachers who have used GYSL for examination classes across the ability range.

An essential ingredient of the GYSL approach has been close links between teachers, regional co-ordinators and examiners and over time modifications and additions have been made to the materials. The three themes, "Man, Land and Leisure," "Cities and People," and "People Place and Work" form a viable base for a two year course but inevitably some key areas were less well dealt with when the material was written than would be the case now. An example of this is the whole field of economic and social development which draws on the Third World for its area studies. In the original GYSL material, the geographers' narrow vision at the time shows in, for example, the use of Rostow's model of economic development as an unproblematic way of describing the world. Clearly, such an approach would be unacceptable now.

With this particular omission in mind, it was opportune that in early 1979 the Overseas Development Ministry, as it was then, said it would be inviting educational publishers to propose schemes which might qualify for a grant to further the education of pupils on development issues. It seemed to those involved in GYSL that this was an opportunity to meet the needs of teachers involved in the project and to cater for a broader audience too. There seemed little hope at the time of discussions with the ministry, and even less now, that a subject called development education would ever appear on the school timetable. The concerns, however, were clearly central to the geographer and indeed the sociologist.

As a result of a successful application the GYSL/ODM project started in September, 1979 with myself as director and a research assistant, Diana Durie, from Sheffield LEA. The project is housed in Thomas Nelson's offices and the grant is held by Schools Council. The initial grant was for one year but recently an extension of six months was granted. The project director for this extension period will be Christine Peters, seconded from Woodberry Down School (ILEA). The aims of the project can be summarized as follows:

- to produce for publication, material of a relevant and contemporary nature which will both supplement existing GYSL resources and offer a new dimension, thus extending the active life of the project;
- to reflect changes in geography in recent years which emphasize the social responsibility of the geographer and focus on, for example, patterns of social inequality and try to explain the processes that lead to these patterns;
- to ensure that the aims of development education with its focus not only on economic growth but social well-being, and the wide spectrum of explanations offered for the patterns visible in the Third World, are reflected in the material produced;
- to build on the expertise and experience existing among teachers who have used GYSL for a number of years and to use this expertise both as a source for ideas and as a testing ground for the material;
- to produce material which can be used across the ability range within the 14-to-16 age group;
- to research new material, which has not hitherto been used in school texts either in geography or in the development literature available in schools.

The six titles will take the form of 48-page pupil books, of which two pages will be teachers' notes. The loose leaf resource sheet approach of the original project has proved impossible to retain on economic grounds but the books are being designed to keep the feeling of the resource sheet by working in double-page spreads of material which focus on key ideas and explore them through text, photograph and statistical evidence. The books will have the added advantage of being printed in colour on every alternate double page.

The first three titles, to be published in 1981, will be concerned with complementing existing GYSL material. The provisional titles are *Tourism* (Robert Prosser), *Cities in the Third World* (Melvyn Jones) and *Food, Farming and Famine* (Barbara Jones and Richard Wales). These books will develop further ideas already explored in the original GYSL material but can of course be used independently.

The emphasis in the *Tourism* title is on the advantages and disadvantages of the tourist industry to developing countries. Issues such as leakage of profit and foreign investment are discussed and the pupils encouraged to engage in problem-solving exercises relating to the issues. Area studies such as the contrast between the tourist industry of Tanzania and Kenya are employed to illustrate the dilemmas facing developing countries.

The *Cities* title will consider the key area of employment as the means of understanding present urban patterns in the Third World—particularly that of spontaneous settlement. The nature of employment is considered with a strong focus on the informal sector.

The *Food, Farming and Famine* title takes the view that for some food production is a question of simple survival, but for others it is a profit-making enterprise and that the gap between the two worlds is an essential one to explore. What, for example, makes Punjab State in India a successful producer of grain to the extent that a large surplus is produced, when other parts of the sub-continent are clearly deficit to a critical degree? In asking this question and offering explanation, the geographer has to go beyond the conventional areas of concern, that is, the land and the physical controls of weather, and explore the more difficult area of social and political systems.

The next three titles look at broader issues and will be of particularly wide appeal. In his bo John Bale raises critical questi about the reasons for and the nat of development. The interdepend ence of countries is the explored in a book by Roy Be which focuses on the oil-rich Mid East and considers the implica of the political power that this has as well as the changes that h occurred within the region. The last title of the first year p gramme of the project is an study of Peru (Rex Beddis Robin Gildersleeve and John S son). This considers the meaning development within one country explores the ideas raised in ge elsewhere about disparities in and economic well-being attempts to offer explanation

In the remaining six month the project it is intended to pu two further area studies— (Robert Prosser and Ch Peters) and *China* (Paula Jone Diane Durie) and to publi teachers' guide whose main f will be to service the existing in terms of focusing on asses There will be an opportunity discuss the relationship be development education and graphy.

The authors have all bee volved with GYSL in some wa ing the last ten years. Workin each author has been one o practising teacher whose f has been to act as critic author's proposals. With publ planned for 1981 through the series should provide a stimulus to GYSL, make a co tion to development educati continue the spirit of GYSL, is to renew ideas and develo material as part of the proc curriculum development.

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SEEING WHAT IS THERE

Stanley Jex on using the local environment for primary school geography

Every urban landscape has a story. The ability to interpret that story is a skill which children need to acquire and this is best developed in their immediate surroundings. Their own landscape will tell them something of yesterday, today and tomorrow; of man's struggle for a better life, his exploitation of the environment, his mistakes, with his efforts to correct those mistakes and avoid making others. With this developing skill, will come experience of other environments in this country and around the world. There will also be a growing awareness of how today's environment have grown out of man's efforts in the past.

At the primary stage of children's development, they need experience of the objects of their thoughts and through this process approach abstract ideas. It is against this background that urban field studies in the primary school take place.

In the thirties estate surrounding our school are points of interest which are found in most urban environments: houses, streets, gardens, vehicles on the streets, people in the houses, a park, a church, a stream and nearby, an industrial estate.

Unique to this environment are a seventeenth century house built by a family who bought the land after the civil war, a railway built to bring coal into Leicester and still serving the same purpose, a pack horse route with a bridge, an entrance to a Norman hunting forest, nearby Roman roads, the M1 within walking distance. All of which can stimulate children to discover their own environment.

The children must go out into this environment and be stimulated by their teacher to see what is there. Children are naturally curious and only require the slightest encouragement for that curiosity to bubble over. Sometimes no more than the teacher standing still, looking hard at a particular object will cause children to ask questions which lead to a lively discussion and detailed observation. If the teacher adds to this, contrasts which can be observed from the same spot, and asks questions which capture the child's imagination, the exploration of the environment will have begun.

Imagine, that by these means, the roofs of their houses have captured some children's interest. The variation in appearance of the roofs can be observed and classified, both by pattern and colour. The recording of these observations can be in the memory, by discussion, drawings, writing, maps and photographs. In the immediate surroundings of this school four roofing materials can be seen from the playground and three others are with a short distance. The quest which the children want answered will point the way to go. materials are the main interest, slate, Welsh slate, clay tiles, co tiles, copper and thatch need investigated.

The local slate has been since mediaeval times and quarries, set in a woodland changed since that time, are a half day's journey. Walk posts and gravestones use the material and most of the stones in the local churchyard of this slate. The quarries towards the end of the eigh century, killed by the availab of lighter, cheaper Welsh Where this Welsh slate came and how it was transported compass the story of canals railways and may lead coveries far removed from the of the children's houses wh all began. Along the way of new interests will appe

continued on opposite page

eing what is there" continued

rhaps be developed. At the same other children may be following different parts of the story of : how are tiles made, what lds up a roof, with what do people other countries build their roofs? The developments can go on for ever, but the children to share their new knowledge at frequent intervals report to other about their discoveries. will require all forms of recording, as well as verbal reporting discussion. Thus all the children can enjoy and benefit from visits which this work demands. week's study in North Wales include a visit to the slate ings, letting children see their roofs came from and a new educational dimension to the annual school field trip. would also allow children to see cost of their roofs in environal terms.

improvement in one environ is often at the expense of environment in this country even in another part of the This practical experience of own environment and its effect other people, would form a good for the consideration of environmental problems. We are all willing to spoil other environ, as long as our own is ved.

is the possible development just one starting point. Every environment has many such points.

teacher must ensure that skills are developed within context of this work:

cording — (a) factual with drawings, maps, reports.
(b) imaginative craftwork, imaginative writ

the selection of information reference books.

the higher reading skills of skim and extraction of main

posing the right question of and books to obtain the information which is required.

is knowledge which every should acquire in terms of and geography, which will often develop out of this kind of investigation, but the teacher must be prepared to step in to reinforce this general knowledge if necessary.

It is unlikely that all the starting points in any environment will be considered in the primary school. However, it is possible to investigate enough of them to show the main outlines of that environment. More importantly the main outlines of the controlling features of any environment will, or can be made to appear.

Every environment is formed by the relationships which exist between man and his surroundings, both now and throughout the past. They can be summed up in the following way. Man makes three kinds of demands on the environment:—

(1) his basic needs—water, food, warmth, shelter;
(2) his technological needs—power, raw materials, transport.
(3) his intellectual needs—religious, recreational, aesthetic.

There are two parts of the environment which supply these needs:

(1) the environment from the past—urban areas, street plans, buildings, industry, mineral extraction, farming.
(2) the natural environment—geology, physical geography, oceans and seas, climate.

The relationships between those five areas form every environment. It must be remembered, of course, that man's demands may affect environments far from his own: wheat from Canada, copper from Zambia. Neither are these relationships fixed in any way. They are constantly changing as they have and always will change.

When primary children study an urban landscape it is the first step on the road to an understanding of these fundamental relationships. Through this man can come to terms with the world in which he lives and the problems he creates both for himself and other people. Understanding offers a chance for man to create a better world for himself and future generations.

Mr Jex is headmaster of Crescent Junior School, Leicester.

THE LUCK OF THE DRAW

Some geographical reflections by an anonymous sixth-former

For the past two years I have been studying geography A level at a Dorset Grammar School. The fact that this school can be described as "all girls" perhaps indicates the almost old fashioned approach to school life that exists here. However, the attitude of the geography teachers and, in fact, most of the science staff, is very progressive. They had one aim in life, as it seemed to us during school hours, to help us pass our A levels.

One full school day was allocated for every A level subject each week, including geography, and this consisted of two double and several single lessons. This time allowance was probably the biggest possible because most girls were studying three subjects, which left just two days a week for additional subjects, prep. and other activities. However, even though we did not exactly take our time, it was certainly a rush to complete the sections of the set syllabus that we did.

From the start we understood that we could not hope to finish the entire syllabus, but we knew that our teachers were fully capable of choosing those sections which would benefit us the most in the final examinations, although they had very few specimen and past papers of this new syllabus on which to base their decisions.

In some ways this system could be advantageous to many candidates whose teachers were able to select or spot relevant parts of the syllabus. However, for those less fortunate students with less informed, inexperienced or unlucky teachers this system may be unkind. Perhaps I was one of the luckier ones, but surely a less wide-ranging syllabus which everyone could cover would be fairer, truer to a candidate's real ability, and not so prone to the "luck of the draw" syndrome. Is school geography attempting too much?

It did not occur to me that there was another possible method of tackling this set syllabus besides using the "systems approach", a fairly modern, perhaps even notorious viewpoint whereby a geographical topic or theme is considered from all sides and a "model" produced which is of general, theoretical application. In this way we began to realize, perhaps more than during the two years of O level, that geography is more complex than suspected and that it is certainly related to, and can be applied to, reality.

Although we did work from *real* examples related to theory, it seemed that the latter dominated our studies. Looking back now I can see that many landforms and other features studied, even "knowledgeably explained" and described in subsequent A level examinations, I had never seen, not even in photographs!

The most exhilarating and interesting parts of the course occurred when theory became reality in one experience, especially in physical geography, when textbook examples were replaced by landforms we could see and scenes we could view, absorbing their ethos and atmospheric quality. Unfortunately, due to the inevitable rise in prices, our field trips were confined to nearby localities, our excursions included a five-day course at a Dorset country centre and several day trips to the local countryside, coastline and towns.

These outings entailed plunging into icy water in chilly November, making every kind of stream measurement you can imagine, struggling up breezy hillsides to test soil content, and very conveniently achieving the perfect plant species measurements when tossing our quadrat at random, of course!

Perhaps the most uninspiring and disappointing fact about fieldwork and many other aspects of the course was the absence of associated questions in the final examinations on these aspects. Almost the entire class, including myself, had found sufficient time to learn the fieldwork in detail and we eagerly awaited the chance to show this knowledge to gain extra credit in the examination but the opportunity did not arise.

I felt personally that geography was more disappointing than my other two subjects, mathematics and German, in the sense that there was an impossible and massive coverage to revise. The A level in geography seemed an anti-climax after a colossal two-year build-up. How could so much be tested by so little?

Should the concentration of examinations over a period of two weeks be reduced? Perhaps the tension might be less if these important examinations were spread over two years and course work taken into consideration more. A more balanced and fair result could be achieved and many candidates would get a second chance to improve. Perhaps oral interviews and testing of practical work could play a greater role in the assessment.

However, despite all my criticisms, the course really cannot have been so bad, judging by the number of students, including myself, who are hoping to take their study of geography further. Of course, the results we shall obtain shortly will be critical for university entrance and once we know them we will also know the real degree of success of the A level course! That is, if success is measured by results. Perhaps the real criterion is the ways in which geography may have prepared us for later life and work. Only then shall we really know by a retrospective view five years hence!

The writer has since learned that she secured an A in the A level geography examination.

Hestair Hope

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BESIDE THE SEASIDE

The seaside resort offers a very useful antidote for those wishing to challenge the universality of the classical models of urban function and structure, writes Ken Sherwood

The relaxed atmosphere of the seaside resort is conducive to collecting information for questionnaires.

The seaside holiday resort has received just sporadic attention from geographers. Indeed the most active research appears to be coming from a group of social historians at the University of Lancaster, but even here there is need for more comparative studies which trace the dynamics of seaside development, before a general history of the seaside holiday town can be written.

In part this neglect, by geographers at least, may have been exacerbated during the sixties and early seventies by the dominance of central place theory and the classical urban land use models and the fact that resorts with their eccentric [illegible] at best rather awkward [illegible] these normative [illegible]. Furthermore, most school examination syllabuses pay only lip service to historical geography and seaside resorts are best analysed within an historic context. Nevertheless, in spite of these difficulties it is argued that the study of the seaside resort offers a very useful antidote for those wishing to challenge the universality of the classical models of urban function and structure, a chance to delve into the realm of behavioural geography and an opportunity to generate and test hypotheses with an array of cartographic and statistical techniques.

Despite the shortcomings indicated above, there is abundant information readily available—from publications such as the official census, trade directories, holiday guides and brochures to more prosaic sources such as the picture postcard. In addition, the national tourist boards and planning authorities have produced surveys for most of Britain's resorts and I recommend the reports into the behaviour patterns of summer visitors carried out by the Wales Tourist Board for its bigger tourist centres (copies, at about £1 each, from Brunel House, Fitzalan Road, Cardiff).

The questionnaire is a popular means of collecting information on the behavioural characteristics of consumers and the relaxed atmosphere of the seaside resort offers an excellent environment for cooperation.

One of our research exercises looked for differences in the characteristics of the holiday clientele at Rhyl and Llandudno.

In order to ensure comparability, the students were asked to stand at several vantage points on the promenades and at three fixed half-hour time periods place passers-by into five broad age categories. The number recorded in each category was then the basis for a stratified random sample. That our results on the common questions compared so closely with the much broader sampling procedures of the official surveys is strong support for this method of approach.

Once collated the data could be used to test many hypotheses. Whilst both resorts drew heavily on the same catchment area for their visitors—namely the industrial North West and West Midlands, use of the chi-square showed statistically significa ferences in terms of, for exam age and occupation structure, of holiday group, nature of h accommodation, pattern of h activities.

Interpretation of such results more complex resting in part the image the resorts project visitors and in their general progress. The former can be st from the official brochures, whe content analysis of the photogra can provide fascinating insights the resort. For example, of the photographs in the 1978 Llandud brochure, 22 included the sea itself, sixteen the surrounding but there were none mechanical entertainment; brochure for the same year photographs and the corresp ing figures were five, eight sixteen.

Comparisons with brochures earlier dates can show how projected image has changed, comparison for the contemp period with a more objective such as Anthony Smith and Southam's *Good Beach Guide* guin, 1973) may reveal inter facts.

The historical evolution of side resorts is more elusive. evidence seems to sugg strong cultural tradition specific resorts with specific of the country (The Potte Llandudno, for instance), far as social tone is con accessibility to the day-tripper the pattern of land ownership stage of resort genesis are important though not deter influences.

The distribution of reve uses presents another pro the field worker since the used keys of Fitzgerald and are geared more to the "sta market town than to such settlements. Nevertheless, with cially devised key it should sible, at least in the larger to identify what C. A. Sm calls the recreational busi trict.

As far as holiday accom is concerned, categories hotel, guest house, boarding are so vague as to make com impossible and no two appear to present their acco tion information in the sa Hence it was decided "quality of accommodation being based on a scoring related to the facilities by each accommodation cluding flatlets). By tra each score to a disper "quality" categories could tified and mapped to "accommodation regions". accommodation unit or charged could provide simila (In Eastbourne we found a tion of plus 0.8 between our scores and prices charged) information is not always or directly comparable. exercise could be conducted earlier period and changes spatial pattern of holiday modation analysed.

The temporal element is in any resort study. In addi the exercises already sug changes in resort provision extracted from sources Motoring Association. H (for instance the AA handbook 1956 lists 1306 "approved" at Llandudno and 196 at Rhyl incidentally towns of similar whereas for 1978/79 the corres ing figures are 1073 and 3 from the humble picture Cheaply and easily availa most of our resorts a sequence of these cards eloquent testimony to the nature of the promenade Llandudno, Eastbourne, St L or the radical changes which taken place at Rhyl or to extent, at Hastings.

The historian, James Wa cently wrote that "Geograph distance have been consist portant in shaping the co English holiday-making" would add, of the English resort, yet geographers hav curiously reluctant to gen theory about this specialist still remains a fertile ground for the academic hope I have suggested, will comfortably into the ne graphy being introduced school examination syllab

K. D. Sherwood is a senior and a member of the De of Geography at Nene Northampton.

A NEW SYLLABUS

David Burtenshaw and John Coyne introduce the new AEB Advanced Level Geography Syllabus

After several years of debate, discussion and preparation by the Standing Advisory Committee for Geography, the new AEB A level syllabus was published last year for examination from 1982.

This term will see many potential candidates for examination starting their courses. Their teachers have reference to a 13 page syllabus and explanatory notes with specimen papers and a booklist. Many teachers also attended one of the regional conferences held by the Board to introduce the syllabus.

The introduction and interpretation is no easy task but it is important to recognize that the pressures for change came from teachers in schools and colleges who appreciated the need for syllabus innovation in the light of developments in geography during the past decade.

The physical/human dichotomy which characterized the previous syllabus has been abandoned in favour of an approach which encourages integration. The core of the new one is the study of man-environment relationships. The core has been supported by much more specific aims namely the understanding of geographical concepts, an appreciation of the dynamic nature of the subject in both time and space and the acquisition of skills used in analysing and interpreting data from a geographer's viewpoint. A strong emphasis is given to the relevance of geographical education in understanding contemporary problems of society.

Seven topics are identified: Resources and Population; Hydrosphere and Lithosphere; Atmosphere; Ecosystems; Agriculture, Industry and Trade; Settlement. The syllabus contains notes for guidance which suggest how topics can be covered at different scales.

In the present situation of declining resources the syllabus does suggest ways in which existing resources might be used. Data collected by the student and existing cartographic and textbook material can all be utilized.

Thus field studies of hydrological processes on a small scale can be followed up by a study of human control of a river basin such as the Trent, Tennessee or the Rhône. Industrial location theory might be illustrated by reference to the iron and steel industry in Britain or West Germany and followed up by studies of industrialization in, for example, Brazil and new industrial regions of the major ports, for example Europort.

The present written examination (two papers, each of two hours) will be replaced by three papers. The first paper tests the candidate's ability to use geographical techniques. A minimum of four data response questions will be set from which the candidate will be required to select any two. Ordnance Survey maps and other map sources, and air photographs may form the basis of one of the questions. Some concern has been expressed over the question of the use of statistical formulae.

Knowledge of the derivation and manipulation of the formulae will not be tested but it is hoped that candidates will be able to identify situations in which statistical techniques can be applied and the conclusions which might be drawn.

Paper two will test the understanding of basic geographic concepts and principles. Candidates will choose eight questions from 14 (two per section of the syllabus). Definitions, the completion of diagrams and the application of principles will be required.

Paper three tests the higher order skills through the conventional essay format. Some degree of specialization is possible because the seven topics are contained within the four sections of the paper. All students will have to answer one question on Geographical Perspectives on present problems which may involve synthesis from other topics in the syllabus.

One distinctive element of the previous syllabus has been a field investigation and this will continue.

The student will have to submit a single field study which will be examined mainly through an oral examination. The oral examination will have the objective of emphasizing the role of well structured discussion of geographical topics in the classroom. Oral skills will be developed as a corollary to written, cartographic and statistical skills.

The new AEB syllabus has reorganized the structure of geographical education at A level in a way that should be more relevant to society's needs today.

The syllabus is a new departure through the unity which it has given back to geography at advanced level. It is a syllabus full of interest for the student which develops a distinctive way of thinking.

David Burtenshaw is Chief Examiner, Portsmouth Polytechnic: John Coyne is Moderator, Dorset Institute.

BLATANT EXTREMES

Len Brown on a new BBC School Television series about Brazil

The giant rooftop poster suggests that a blonde, a sunset and a flashy car can be yours for the price of a packet of cigarettes. Next door an advertisement that would not be out of place in a British hi-fi magazine tells you that a new cassette deck will do wonders for your stereo system. Across the street teenage boys from the slums have been trying all day to sell oranges to passing motorists: 10 pence for two dozen. The boys got up at dawn and have been dodging in and out of the swinging traffic for several hours. The monthly wage of one of their fathers would just about cover one night's bed and breakfast in the nearby 20-storey five-star hotel.

Such are the blatant extremes of Brazil, visible to anybody with five minutes to spare. And such are the extremes that are reaching out to the remoter parts of the country after 20 years or so of breakneck economic development. Development in Brazil is, with few exceptions, a question of getting hold of the most modern, the most sophisticated, the most chromium-plated technology and applying it in the hope, theoretically, that the country's living standards will be pulled upwards by this magnetic force at the top.

The result of this style of development is the central theme of a new series of five geography programmes to be screened next summer. More than any other single factor, it is what lies behind the cities of gleaming skyscrapers and ramshackle slums, the mass migration of people from the back of beyond to areas of so-called opportunity, the shock of finding Hitachi and Honda setting up shop on the edge of the equatorial rain forest.

Development, Brazilian-style, is the engine that is driving Brazil's economic and human geography.

The five programmes are closely linked to what the Brazilians have to say about the state of flux that has surrounded them — or in many instances engulfed and trapped them.

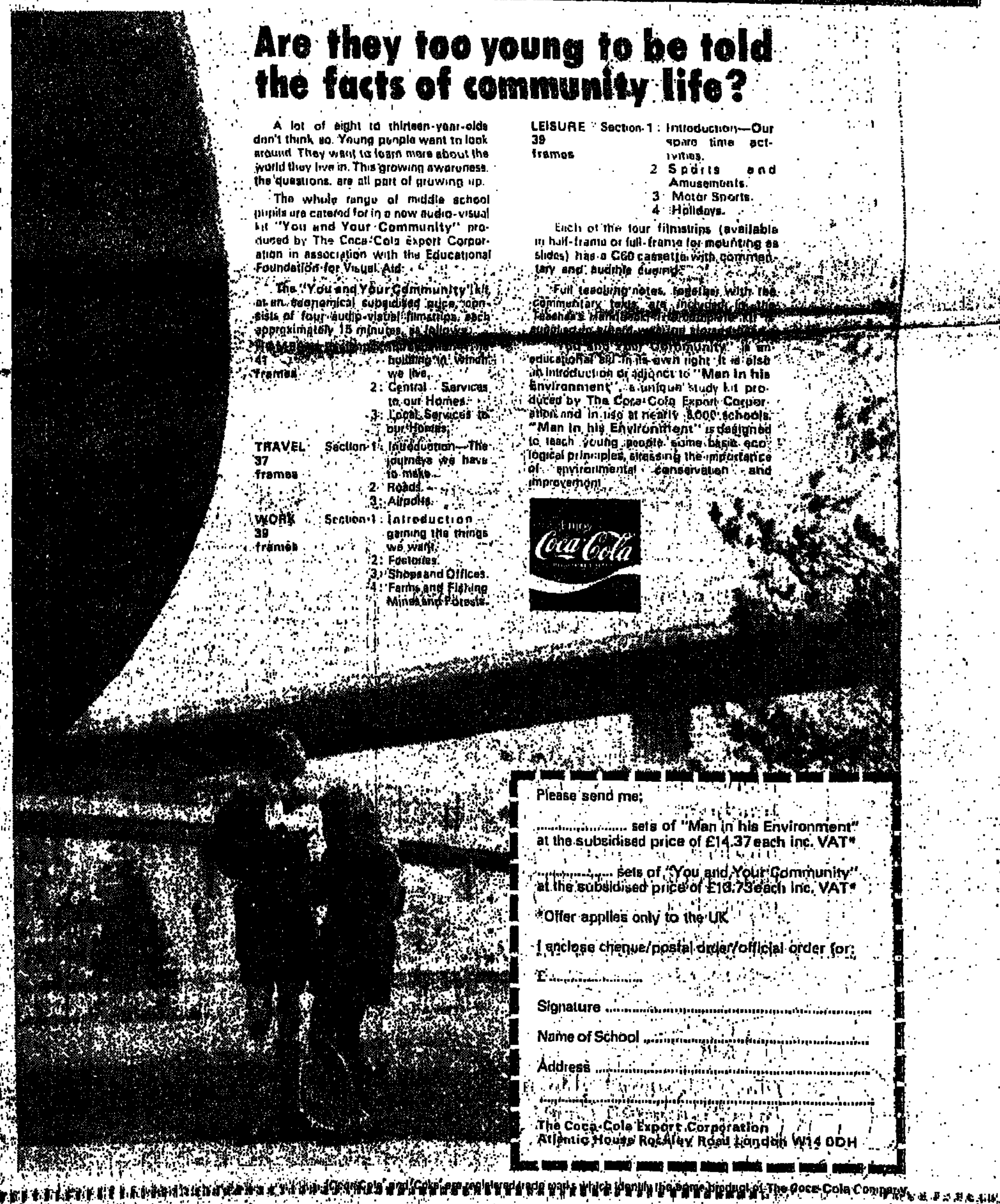
Each programme is set in a different region of Brazil and offers a different development theme.

In the *Sao Paulo* programme 12-year-old Mauro—a part-time shoeshine boy—introduces us to the stunning contrast between the city centre where he works and the "periferia"—the distant edge of the metropolitan area where he lives. In *Drought on the Land* we see something of the harsh conditions that drive people away from the north-east, Brazil's classic region of rural depopulation.

In *The City of Newcomers*, 16-year-old Vera and her parents tell us about the problems that forced them away from the countryside and the difficulties they face living in the slums of Belo Horizonte, now possibly the fastest-growing city in Brazil.

Amazon Frontier looks at the success and failure of agricultural and industrial developments that are creating, at an alarming rate, more and more patches of human activity in the equatorial rain forest.

The fifth programme, *Progress, But Who Is it For?*, tries to find out to what extent the benefits of Brazil's rapid economic development have seeped down to the people working on the production lines. If the country's latest car factory is anything to go by, the workers' share of the cake is very limited.



Are they too young to be told the facts of community life?

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The whole range of middle school pupils are catered for in a new audio-visual kit "You and Your Community" produced by The Coca-Cola Export Corporation in association with the Educational Foundation for Visual Aid.

The "You and Your Community" kit, at an economical subsidised price, consists of four audio-visual filmstrips, each approximately 15 minutes, as follows:

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3: Shops and Offices.
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The final chapter contains guidance for the student carrying out his own fieldwork studies, including advice on the collection and presentation of field data.
The book is primarily aimed at students preparing for examinations in geography, economic geography and the geography of agriculture in sixth forms, universities, polytechnics, colleges of education and agricultural colleges, and at students following BEC courses in economic geography. One of the "Aspect" Geographies series.
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ANOTHER POINT OF VIEW

Bryan Waites suggests new ways of teaching about Europe*

The school geography of Europe once consisted of lists of capitals, capes, bays and products. This changed to detailed studies of the countries and regions and now people are looking at case studies or sample studies which may deal with a problem, topic or theme in a small yet typical area. Games, simulations and statistical techniques are being introduced, often with a deadening effect.

All these methods may have virtues but isn't it about time that we looked at Europe from another point of view? What do we imagine Europe to be? How do we see it? What do we think about it? How do we feel about it? How has it affected our everyday lives in Britain and how will it influence our lives in the future? Most important of all—how has the EEC changed Europe and how has the growth of the Communist world influenced the geography of western European nations?

Mountains, rivers, valleys do not have the influence they did. The New Europe is even more man-made than the old. The beef mountains and wine lakes may be more significant in the long run than a real mountain and a real lake. We are living in a more *managed* Europe.

Europe is moving into a new era and its geography is changing whether we like it or not. Amid the heavy note-taking and semi-lecturing often found in the teaching of Europe surely we should introduce at least a few more personal, relevant and realistic approaches to encourage the individual to find *his* Europe and *his* place within it, now and in the future?

How can this be done? First, we could look for Europe in Britain. Why not search for it in our own environment? Foreign names in class, school or neighbourhood also in the telephone book might be a start. Street names with foreign connections such as Capri Road, Denmark Place or Alma Terrace, even house names form another link.

European communities such as the Italians in Bedford could be studied; foreign restaurants and food; ports like Hull with strong European connections; exchange links perhaps involving your own town; holiday connections from ports and airports with services and ways of reaching destinations.

Another neglected aspect is to try to find out "What is Europe?" Is Britain really part of Europe? How far east does it extend?

Try word association tests and see what happens. Investigate the newspaper coverage of Europe.

Compare the BBC news at 9 pm with the ITV news at 10 in terms of European coverage or lack of it. Collect old views of Europe, that is old maps, ranging from Ptolemy to German War Maps used for propaganda. Compare them: J. Stumpf drew his Europe upside down in 1562—should we start looking at Europe from another angle?

Ask people where they would most like to live in Europe then draw maps from the answers. Collect travel agents' descriptions of Europe from brochures then compare to text book descriptions. What about Lufthansa's view of Europe or the Midland Bank's? They are all worth finding out, for there is no *one* Europe because it means many things to many people.

What is a European? We may often pass rapidly on from this potentially controversial issue. There is a Frenchman and a Norwegian but is there such a thing as a European?

Attitudes need to be examined closely too. How do the British see the French? "'Stupid Hun' films on BBC anger Germans" ran a recent headline. Do we get the wrong idea about our present allies by watching too many war films? Try your own Eurosurvey to discover the attitudes of the class, school and staff to Europeans. Find out if your text books are biased.

You might formulate a questionnaire on whether people are still in favour of Britain's membership of the EEC. Would you accept a European flag instead of the Union Jack? European currency? A European Olympic team?

An important though often neglected aspect of the study of Europe should be how the idea of a united Europe grew. Who started it? Watch the map of Europe grow.

Rather than examining specific regions of Europe why not approach it by looking at the EEC as a block using the prolific resources available to work out how much of a superpower it is. Consider its total resources, both physical and human: the *European Community in Maps* is a great help in this. Look at Eurolandscapes, Eurorivers, Eurolinks, the Revolution in the Sea, the EEC and the Third World.

How long can we neglect Communist Europe? It does not figure in many syllabuses. Yet Comecon surely provides an excellent contrast to the EEC leading to much productive classwork. There are now several reliable books on Eastern Europe and *The Geographical Magazine* makes a great contribution by its excellent articles on this area.

What are the futures of Europe? Can we predict three and then try to build up a picture each? Perhaps we might choose as our possible futures Co-operation, Catastrophe and Co-existence. Which will it be? What do the experts forecast? Here the magazine *Vision* (no. 51) provided a very interesting view of the experts. Compare it with your class view. Where would you go to find the best future in Europe? How will Europe develop? Can we conserve the best? Find out more about *Plan Europe 2000* which was launched recently by the European Cultural Foundation. Like everything else, the future may not just happen it will have to be planned.

The above approaches are not meant to replace solid graft on the shop floor of the Geography Room but to add greater interest and meaning to sound lessons and project work. Raise your eyes a little from the heavy text book; go beyond the drone of words and the silent note-taking machine-gun and remember that what we think, feel and believe may also play a part in our learning.

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* *A European Directory compiled by Bryan Waites appears on page 40*

LATE THOUGHTS OF A FIELDWORK ADDICT

By Tony Land

I joined my first fieldwork expedition while I was still a schoolboy. During a week in the Yorkshire Dales we walked enormous distances, staying in a different youth hostel each night, and stopping to make a field sketch or two on the all too rare occasions when our master tired. It was a trip of wide horizons rather than detailed studies, and I was left with a lifelong love of moorland scenery as well as a good appreciation of the relationship between rocks and landforms. We measured nothing, counted nothing, and bothered nobody. University fieldwork followed a similar pattern, with misty views from coaches and walks round towns, and a few more detailed studies in the mornings before landscapes vanished into an alcoholic haze.

After a spell of teaching in which I incorporated the sort of fieldwork I had enjoyed as a boy, the picture became ruffled by gusts of the "New Geography" and it became clear that a young trendy teacher would have to take note of the so-called "scientific approach" and the "quantitative revolution". There was the added advantage that one could easily score points off one's elders and betters who, it was assumed, would not understand what it was all about. I always hoped that the "scientific approach" would help to finance fieldwork; if geography could be made to seem a "science" then it might attract some overspill from the cornucopia of money and status which the traditional sciences had enjoyed for their so-called experiments for the previous 50 years or so.

This ploy was not very successful as on the one hand it over-estimated the logic behind the massive expenditure on buildings, equipment and technicians for "real" sciences, and on the other hand it under-estimated the problems of using the real world as a laboratory, outside the constricting walls of the school and the timetable. As a result thousands of teachers have employed thousands of different tricks to lure pupils into the real world, but the money, like the time, is still hard to come by.

The dedication with which teachers fight their lords and masters, their wives and their colleagues, the weather, the coach firms and the landowners and now, so help us, the Health and Safety at Work Act, makes one suspect that fieldwork has a momentum all of its own.

Perhaps we only do it because we enjoy doing it; we actually enjoy sharing our enjoyment, knowledge and understanding with our pupils and the logic which we produce to justify all the effort is just window dressing. Still a well-dressed window helps to sell the product and the "quantitative revolution" could produce some very fancy-looking material indeed.

Much of the power behind the "Geography is a science" bandwaggon came from the "white heat of the New Geography Revolution". With hindsight one might suppose that there was little reason why this should have had much influence on fieldwork, as much of the heat came from an ancient university famous for its lack of undergraduate fieldwork; and many of the papers and books which flowed from the furnaces were marked (as they still are) by an efficient recycling of a few, and increasingly familar, sets of data and diagrams. Lip service was indeed paid to fieldwork, if only because (it was said) W. M. Davis had not done much of it, so it must be a Good Thing. Thus did the pots call the kettles black to such an extent that those of us lurking at the gates felt an urge to incorporate what crumbs we could understand into our field courses. "If it moves time it, if it doesn't count it, if it talks question it—and you might as well measure it too while you are there."

For some reason hydrologists were early on this scene and are maintaining a good lead as their flow of statistics and advice continues in spate, while little is heard from, for example, the sea front. Similar preoccupations with counting vehicles (one of the more boring tasks) and questioning innocent pedestrians (one of the more notorious) became features of courses at all levels, presumably because of the large amount of data which could be collected.

To give fibre to this diet a sprinkling of apparently easy statistical tests was added though often without conviction (I measure the river's discharge where it is convenient to stop the minibus, even on the day after insisting on rigorous sampling of moraine). Only rarely does the accuracy of the data justify the power of the tests applied to it.

continued on opposite page

extra

"... and if it moves, time it."

"Late thoughts of a fieldwork addict" continued

To justify the resulting assortment of odds and ends there has been much talk of hypothesis testing and model building, but with little thought about *which* hypothesis should be tested, or *which* model is to be built.

In fact of course the tail wags the dog and there may be no more justification than the fact that it is an easy model to test, or it is fun to measure the river.

So what on earth should we be doing on our field courses? The answer I suggest is to remind ourselves that "we are teaching children and not Geography". Let us concentrate on giving our pupils a variety of experiences which they will *enjoy* and give them some insight into what they can see.

The appetite for history which adults seem to show as they prowl the countryside with guidebooks in hand, supports a view that people like to work on the basis that the past is the key to the present. They like to know what happened to produce our present situation. By all means let us measure a few things so long as our pupils enjoy doing it, but the idea that, if we understand present processes we shall one day understand the past ones, is now irrelevant except to a few specialists. So never mind what the next bandwagon to roll over the hill will bring, whether it be Marxist hydrology or whatever, we fieldwork addicts have more serious matters to attend to and they concern the real reasons why we became teachers in the first place.

The author was formerly head of geography at Uppingham School.

ALTERNATIVE APPROACHES

Tony Johnson advocates geography and integrated studies

I see no educational value in teaching geography as a single and separate subject in the early years of secondary school. Too little time is allowed, teacher-pupil contact too superficial.

How can an enthusiastic teacher who likes children and hopes to contribute to their learning really succeed in the small amount of time available? How can anyone be content with an hour and a bit per week in a crowded curriculum long since overcrowded? Are we absolutely convinced that pupils should move eight times a day, migrating at the ring of every bell to remote corners of a sprawling campus? In your school is a first year class subjected to 20 subject teachers in 30 different rooms, hoping to learn a little here, rushing to learn a little there? This is surprisingly familiar, but is it a scene of effective learning, of intellectual, personal and social development?

The crowded curriculum has numerous overlapping subjects and it is obvious above all to a geographer that the boundaries of knowledge are far from clear. Timetable subjects artificially organize learning, and I believe that a curricular organization based upon larger areas of knowledge can ensure more meaningful learning, a more productive learning situation.

Too many subjects with tiny time allocations, brief lesson periods with frequent disturbance and movement across the school, limited pupil-teacher contact and each pupil subjected to many different teachers will deserve the label "factory school". A more integrated curriculum with fewer subject areas, longer periods of concentrated study, fewer teachers per pupil and closer pupil-teacher contact will produce a more efficient, more effective and more human school.

Increasingly through the use of detailed case studies, geography teachers have become convinced of the importance of study in depth; real involvement in meaningful and relevant topics certainly requires more time. As pupils become involved and deepen their studies, inevitably they find broadening links with subjects other than our own. Individual inquiry including project-based approaches will not be new to a geography teacher and since this is regarded as important in integrated studies, the geographer can approach such courses with confidence.

When integrated studies began to develop at Thornbury Castle School, the timetable was blocked in year groups or half year groups which immediately produced a co-operative team of teachers working closely together. A diverse team of geography, history and RE teachers were timetabled at one and the same time. The time allocation was three times that previously allocated to geography alone. Within that time a whole range of alternative approaches are made possible—large group lead sessions, team teaching, team preparation, mixed ability grouping or streaming, integrated courses or separate subjects and the timetabling of humanities staff meetings. Teachers help, support and learn from each other. Through the timetabled meetings and timetable blocking, staff begin to know and trust each other, confidence for experiment and refinement is built up, problems can be ironed out. From this sort of facilitating structure it is not difficult to develop a successful integrated humanities course.

In Thornbury, it developed to incorporate the whole of the first three years with considerable emphasis on resource-based learning approaches. The scheme began in 1972 and has now been in operation as a complete three-year course since 1975. Each class now has one teacher (three times as much teacher-pupil contact!) for geography, history and RE combined in an integrated course.

Such an apparently traumatic experience for a "specialist" is rendered quite painless by the team preparation of workbooks and worksheets, by the abundant use of the library resource centre, by lead sessions from the appropriate specialist and by what is truly felt to be a far more effective learning situation than was ever before experienced. It makes sense to learn about Islam when studying desert and oasis. The agricultural revolution leads on superbly to sample studies of farms in modern Britain. Judaism is especially relevant when studying the Second World War and the Middle East wars.

Do not fall into the trap of searching around for sufficient "integrated topics"—the inevitable "water", "war" or "transport". In an integrated course parts of the syllabus might contain nicely rounded fully integrated topics though other aspects of the course would appear to belong to one other specialisms albeit linked together to form a fairly well-integrated whole as the course proceeds.

There are rewards from teacher cooperation in a working team, in pupil attitudes and teacher-pupil relationships, and in learning effectiveness. The results in external examinations suggest that integrated studies are an excellent foundation for future success and humanities has always been high on the pupil popularity charts.

Further detail on the Castle School Humanities scheme in Teaching Geography Volume 1, Number 2, *J. A. Johnson. And* Volume 4, Number 1, *B. Heppel and J. A. Johnson.*

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extra

EUROPEAN DIRECTORY

A list of useful source books, organizations and addresses, compiled by Bryan Waites

This directory aims to help you to find out more about Europe through the organizations providing information and resources. It is not a complete list, only a starter for you. Many of the source books listed will be available in the reference section of your public library. No attempt is made to list all the ordinary textbooks, etc, which relate to Europe, however, though many of these are given in the *Handbook for Geography Teachers* edited by M. Long, (Methuen, 1974).

Source Books

Sources of Information on European Organizations, Department of Education and Science, HMSO.

Sources of Information on International and Commonwealth Organizations. Department of Education and Science, HMSO.

Europe: a checklist. Issued by HM Government, obtainable from Europe Checklist, PO Box 686, London SW20 8TB.

A Guide to the Study of the European Community, Finding out about the European Community, The monthly magazine: *European Community*. All from the EEC Information Service, 20 Kensington Palace Gardens, London W8 4QQ. (nb. A checklist for European Studies, July, 1974; Europe at a glance, March, 1975.)

European Studies Handbook edited by P. Freeman from the Centre for Contemporary European Studies, University of Sussex.

The European Economic Community: Source Book, The Open University, Milton Keynes (Course P933).

Britain and the EEC, Destination Europe, Exports Handbook. Department of Trade and Industry, Overseas Trade Board, EEC Information Unit, 1 Victoria Street, London SW1H 0ET (also through HMSO).

The Europa Yearbook, vol. 1 International Organizations, Europe, published annually by Europa Publications Ltd, 18 Bedford Square, London WC1B 3JN.

The Daily Telegraph Guide to the Common Market edited by W. Farr, Collins.

Official Publications of UNO, UNESCO, FAO, OECD, EEC, etc, are available through HMSO, who will provide classified lists on request.

Atlases

The Oxford Regional Atlases: Western Europe. USSR and Eastern Europe, Oxford University Press.

The Atlas of Western Europe, John Murray.

The Atlas of Europe: a Profile of Western Europe, Bartholomew/Warne, 1974.

World Atlas of Agriculture, vol. 1 Europe, USSR, Asia Minor; De Agostini, Novara, Italy.

World Atlas of Wine, Hugh Johnson, Mitchell Beazley.

Road Atlas of Europe, Bartholomew.

First World War Atlas, Martin Gilbert, Weidenfeld & Nicholson, 1970.

Atlases of *individual* countries are generally available.

Maps and guides

The European Community in Maps, by I. B. F. Kormoss. De Agostini, Novara, Italy. 1974 edition available from EEC Information Services, 20 Kensington Palace Gardens, London W8 4QQ.

Stanford's International Map Centre, 12-14 Long Acre, London WC2E 9LP for map catalogues and maps on all scales, also guides, etc. Note value of guides such as Fodor, Blue Guides, Collins, Baedeker, Michelin, etc. which can be obtained from Stanfords and/or consulted in most Public Libraries.

International Maps & Atlases in Print, edited by K. L. Winch, Bowker Co.

Automobile Association: note valuable routes, street plans, gazeteers, available also handbooks and other publications on Europe. Shell, Esso, Mobil, etc. maps, guides, etc. are very useful.

Addresses

1. General

Commission of the European Communities: Information Office, 20 Kensington Palace Gardens, London W8 4QQ (Tel. 01-727 8090).

Commission of the European Communities, Director General for Press & Information, 200 rue de la Loi, Brussels, Belgium.

Council of Europe, Director of Press & Information, Place Lenôtre, Strasbourg 67, France.

European Movement, Europe House, 1a Whitehall Place, London SW1 (Tel. 01-839 6622).

Central Bureau for Educational Exchanges & Visits, 43 Dorset Street, London W1 (Tel. 01-486 5101).

Central Commission for the Navigation of the Rhine, Palais du Rhin, Strasbourg, France.

Centre for Information on Language Teaching, State House, High Holborn, London WC1 (Tel. 01-242 9020).

Central Office of Information, Overseas Publicity Services, Hercules Road, Westminster Bridge, London SE1 (Tel. 01-928 2345).

CERN (Nuclear Research), 1211, Geneva, Switzerland.

COMECON, Prospeks Kalinina 56, Moscow, USSR.

Euratom, Taverne 88, Avenue Cortenberg, Brussels 1040, Belgium.

European Coal & Steel Community, 3 Bouevard Joseph II, Luxembourg.

European Centre for Population Studies, Pauwenlaan 17, The Hague, Netherlands.

EFTA Information Department, 9 rue Varembé, 1211 Geneva 20, Switzerland.

European Architectural Heritage Year, 17 Carlton House Terrace, London, SW1Y 5AW (Telephone 01-930 0914).

Europa Nostra, 86 Vincent Square, London, SW1P 2PG (Telephone 01-834 5886).

Eurocontrol (Air Traffic), 72 rue de la Loi, Brussels 1040, Belgium.

NATO Information Service, 9 Boulevard Leopald III, Brussels 1110, Belgium.

OECD Information Division, 2 rue André Pascal, Paris XVI.

Office of the Commissioner for Regional Policy, Commission of European Communities, 200 rue de la Loi, Brussels 1040, Belgium.

Plan Europe 2000, c/o European Cultural Foundation, Jan van Goyenkade 5, Amsterdam, Netherlands.

UN Information Centre, 14-15 Stratford Place, London W1 (Telephone 01-629 3816).

Schools Information Unit, Centre for Contemporary European Studies, University of Sussex, Falmer, Brighton.

(2) Individual Countries

(i) EEC Countries

Belgian Embassy, 103 Eaton Square, London SW1 (telephone 01-235 5422).

Embassy of the Federal Republic of Germany, 23 Belgrave Square, London SW1 (telephone 01-235 5033).

French Embassy, 11 Kensington Palace Gardens, London W8 (telephone 01-229 9411).

Irish Embassy, 17 Grosvenor Place, London SW1 (telephone 01-235 2171).

Italian Embassy, 14 Three Kings Yard, London W1 (telephone 01-629 8200).

Luxembourg Embassy, 27 Wilton Crescent, London SW1 (telephone 01-235 6961).

Royal Danish Embassy, 29 Pont Street, London SW1 (telephone 01-584 0102).

Royal Netherlands Embassy, 38 Hyde Park Gate, London SW7 (telephone 01-584 5040).

(ii) Other European Countries

Austrian Embassy, 18 Belgrave Mews West, London SW1.

Embassy of the People's Republic of Bulgaria, 12 Queen's Gate Gardens, London SW7.

A map; the fundamental resource that survives all the reforms and reappraisals.

Cyprus High Commission, 93 Park Street, London W1.

Embassy of the Czechoslovakian Socialist Republic, Press Department, 6-7 Kensington Palace Gardens, London SW1.

Finnish Embassy, 66 Chester Square, London SW1.

Embassy of the German Democratic Republic, 34 Belgrave Square, London, SW1.

Greek Embassy, 51 Upper Brook Street, London W1.

Greek Information Office, 49 Upper Brook Street, London, W1.

Embassy of the Hungarian People's Republic, 35 Eaton Place, London, SW1.

Royal Norwegian Embassy, 25 Belgrave Square, London, SW1.

Polish Embassy, 47 Portland Place, London, W1.

Portuguese Embassy, 11 Belgrave Square, London. SW1.

Embassy of the Socialist Republic of Rumania, 4 Palace Green, Kensington, London, W8.

Spanish Embassy, 24 Belgrave Square, London, SW1.

Swedish Embassy, 29 Portland Place, London, W1.

Swiss Embassy, 77-81 Gloucester Place, London, W1.

Embassy of the Republic of Turkey, 43 Belgrave Square, London, SW1.

Embassy of the USSR, 13 Kensington Palace Gardens, London, W8.

Yugoslav Embassy, 25 Kensington Gore, London, SW7.

Lists of Tourist Offices, Cultural Societies and Banks can be found in the Source Books mentioned above and also in London telephone directories. Please note the value of daily and weekly newspapers, especially the Supplements, eg *Europa* is an economic monthly supplement of *The Times*.

The Geographical Magazine frequently has very valuable articles on European countries and topics, for example the EEC in Maps. Magazines like the *Economist* and *New Society* (Europe Report May 1 June, 5, 1975) are also relevant. *Basic Statistics of the Community* is an annual publication obtainable from the London office of the European Community. Note Year Books on *Energy Statistics* and *Regional Statistics* (Eurostat).

The Centre for Contemporary European Studies, University of Sussex, produces the valuable *European Studies: Teachers' Series* among many other publications and services. The Geographical Association has produced *Bibliographic Notes: the EEC* by Andrew Convey (1980) obtainable from 343 Fulwood Road, Sheffield, S10 3BP. Mary Glasgow has the series *Europe in Action* and *Europe in Focus*. In response to many requests the Community's London Office has produced a sixth form guide to the EEC written by Dr Ralph Rickard.

One of the most recent and most unusual publications giving a new view on western Europe is *Before Endeavours Fade: a guide to the battlefields of the first world war*, Rose E. Coombs, After the Battle Publication, 1979.

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Book review

ECONOMIC DATA

By Robert Warnick

The Geography of Famine. By William A. Dando.
Edward Arnold £12.50. 7131 6295 3.
Economic Growth and Disparities. By Sidney R. Jumper et al.
Prentice-Hall £12.05. 13 225680 0.
The United States and Canada. By G. H. Dury and R. Mathieson.
Heinemann £7.50. 435 34272 X.
China. By T. R. Tregear.
Hodder and Stoughton £7.95. 340 23740 6.

"Natural factors cause crop failures, but humans cause famines" is the theme of William A. Dando's book. The scholarship which leads the author to such a disturbing conclusion is formidable. Working at the University of North Dakota, in "an academic atmosphere where dreams become realities", the author developed a computer data bank from information available on 8,000 famines which have occurred in the past 6,000 years. The result is a stimulating book which some will regard as authoritative and others as controversial. At £12.50 it is expensive but will be essential reading for anyone interested in a subject where study in depth and original thought are rare.

Economic Growth and Disparities is intended for use in one or two semester courses dealing with differential characteristics of economic development which is a theme apparently "neglected in the learning experiences of most American students". The emphasis is on description and broad generalization rather than theory and analysis. An example of this approach is the book's treatment of the subject of Ireland which in its entirety is as follows. "Ireland has few resources other than a climate which is conducive to animal production". Transatlantic cultural disparity probably makes the book unusable in Britain other than as an item in a very comprehensive library.

Advanced students of economic disparity will read both *The United States and Canada* and *China* and reach their own conclusions. *The United States and Canada* is a reissue in paperback of the 1976 hardback edition completed by the authors in 1975. Serious students will have access to data needed for up-dating and will be relieved to find that their standard text exists as a reasonably priced paperback.

China is a superb text for the advanced student. The author has succeeded in achieving a concise treatment of an enormous subject. One aspect of the Great Leap Forward 1958-59 was the disappearance of reliable economic statistics, so that much of the economic data quoted in the book is older than the students who will read it. This will frustrate the student and at the same time excite curiosity. Developments since the death of Mao are not discussed but "China watchers" will know that it is far too soon to expect this. A potentially tedious text is lightened by a sprinkling of Mao's thoughts and the section on irrigation includes a quite delightful song in praise of the 8 hp diesel motor.

One hopes that the wall of the Tungshen power station still carries Mao's thought, "We hope that there will be foreign aid, but we cannot count on it".

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For full details of *The Earth Today: Britain* and VP's many other geography titles, write for a free geography catalogue to:
Visual Publications (Dept T4G),
197 Kensington High St, London W8

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Other Appointments 41

Primary Education
Headships 41
Deputy Headships Senior Masters/Mistresses 42
Scale 2 Posts 42
Remedial Posts 43
Scale 1 Posts 43

Middle School Education
Headships 44
Deputy Headships Senior Masters/Mistresses 44
English 44
Mathematics 44
Modern Languages 44
Physical Education 44
Science 44
Technical Studies 44
Other than by Subjects 44

Secondary Education
Headships 44
Deputy Headships Senior Masters/Mistresses 44
Remedial Posts 44
Art and Design 44
Classics 44
Commercial Subjects 44
Domestic Subjects 45
Economics 45
English 45
Geography 46
History 47
Humanities 47
Mathematics 47
Modern Languages 48
Music 50
Pastoral 51
Physical Education 51
Religious Education 51
Rural Studies 52
Science 52
Social Studies 56
Speech and Drama 56
Technical Studies 56
Other than by Subjects 57

Appointments in Scotland 58

Sixth Form and Tertiary Colleges
Scale 1 Posts 59

Special Education
Headships 59
Deputy Headships Senior Masters/Mistresses 59
Heads of Department 59
Scale 2 Posts 59
Scale 1 Posts 59

Independent Schools
Headships 60
Deputy Headships Senior Masters/Mistresses 61
Remedial Posts 61
Art and Design 61
Classics 61
Commercial Subjects 61
English 61
Geography 61
History 61
Mathematics 61
Modern Languages 61
Music 61
Pastoral 61
Physical Education 61
Religious Education 61
Science 62
Other than by Subjects 62

Preparatory Schools
Headships 62
Deputy Headships Senior Masters/Mistresses 62
Remedial Posts 62
Art and Design 62
Geography 62
Mathematics 62
Modern Languages 62
Music 62
Pastoral 62
Physical Education 62
Other than by Subjects 62

Colleges of Further Education
Heads of Department 62
Other Appointments 63

Universities
Fellowships, Studentships and Research Awards 65

Colleges of Higher Education
Other Appointments 65

Adult Education 65

Assessment Centres 66

Youth and Community Service 66

Overseas Appointments 66

Administration Local Education Authority 69

Child Care 70

Examiners 70

Ancillary Services 70

Miscellaneous 70

Outdoor Education 70

English as a Foreign Language 70

Appointments wanted 70

Other classifications

Educational Courses 71

Awards and Scholarships 71

Personal Announcements 71

Exhibitions 71

For Sale and Wanted and Postal Shopping 71

Holidays and Accommodation 71

Properties for Sale and Wanted 71

Nursery Education

NEWHAM
(London Borough of)
MAYFLOWER NURSERY SCHOOL
Cooper Street, Canning Town, London E16 1PT
Head Teacher: Miss E. B. Bradley
Number on roll: 40
ASSISTANT NURSERY TEACHER with responsibility for language development.
Scale 2
Required: January 1981

The Mayflower Nursery School is attached to the Mayflower Family Centre and until 1977 was a Direct Grant School. It is hoped that any teacher appointed would be in sympathy with the Christian aims and objectives of a Centre. Accommodation for a single person if required.

London Allowance £759.

Application forms available from the undersigned to whom completed forms should be returned by October 17, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

WALTHAM FOREST
(London Borough of)
The Borough is within easy reach of Central London and is bordered by Epping Forest.
Required for January, or April 1981 (depending on availability of building).
THOMAS GAMUEL PRIMARY SCHOOL
Boundary Road, London E17
Head Teacher: Mr. F. V. Miles

An enthusiastic TEACHER is required to be in charge of the purpose built Nursery Unit attached to this new Primary School.

Burnham Scale 2, plus outer London Allowance.

Application forms (please enclose S.A.E.) obtainable from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

Closing date, October 20, 1980.

Primary Education

Headships

CORNWALL
EDUCATION COMMITTEE
Applications are invited from qualified TEACHERS for the following PRIMARY HEADSHIP:
DOBWALLS COUNTY PRIMARY JUNIOR AND INFANTS SCHOOL
Near Liskeard
Group 3.
Number on roll: 108.
Post available from 1st September, 1981.
Closing date: 3rd November, 1980.

Application forms and further details from and returnable to the Secretary for Education, County Hall, Truro TR1 3BA, on receipt of a stamped addressed envelope.

CROYDON
(London Borough of)
EDUCATION COMMITTEE
HOWARD JUNIOR MIXED AND INFANTS' SCHOOL
invite applications for the following HEADSHIP. Tenable April 27, 1981.

Salary: Head Teacher Group 5 plus London Area Allowance of £498.

Reasonable removal expenses will be reimbursed (details on request).

Application forms and further details from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TP (Telephone: 01-686 4433, ext. 2609), to whom application forms should be returned by October 24, 1980.

DEVON
See block advertisement on page 57.

DORSET
HAZELBURY BRYAN COUNTY PRIMARY SCHOOL
Sturminster Newton
(Roll 90)
HEAD TEACHER (Group 2) required from April 1980.

Assistance with removal and legal expenses.

Application form (returnable by October 24) and further details from the Education Staffing Officer, County Hall, Dorchester, DT1 1XJ.

DORSET
MUDEFORD JUNIOR SCHOOL
Mudeford Lane, Christchurch
Required April 1981, HEAD TEACHER for this Group 5 School (7-11 years age range).
SOMERFORD INFANT SCHOOL
Draper Road, Somerford
Christchurch
Required April 1981, HEAD TEACHER for this Group 4 School (5-7 years age range).
FERNDOWN FIRST SCHOOL
Church Road, Ferndown
Required April 1981, HEAD TEACHER for this Group 6 School (5-9 years age range).

Assistance with removal and legal expenses in appropriate cases. Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of S.A.E. Closing date for all vacancies is October 31 1980.

DUDLEY
METROPOLITAN BOROUGH
CHURCH OF ASCENSION, C.E. (CONTROLLED) SCHOOL
(Group 5)

Applications are invited from TEACHERS with appropriate qualifications and experience for the HEADSHIP of the above school which becomes vacant on January 1, 1981, following the retirement of the present holder. Previous applicants will be reconsidered and the possibility now exists of an appointment being deferred until Easter 1981.

The school is situated at Wall Heath and accommodates some 280 children between the ages of five and 12.

Further particulars and application forms (S.A.E.) from Director of Education (Staffing), Education Department, 2 St. James's Road, Dudley, West Midlands, returnable by October 29, 1980.

EAST SUSSEX
COUNTY COUNCIL
HOVE AREA
DAVIGDOR FIRST SCHOOL
Required from April 27, 1981, HEAD TEACHER for this Group 3 First School. Relocation grant available in approved cases.

Application form and further details obtainable from the Area Education Officer, Education Office, Westbourne Street, Hove, East Sussex BN3 5PE. To be returned by October 24.

GLOUCESTERSHIRE
HEAD TEACHER
From April 27 1981, for COALEY (Controlled) PRIMARY SCHOOL
Coaley, Dursley
65 on Roll, 4-11 years
Group 2

Forms and further particulars from the Chief Education Officer, Shire Hall, Gloucester. Enclose self-addressed envelope.

HAMPSHIRE
PORTCHESTER
Wicor County Primary School
Required April, 1981:
HEAD TEACHER, Group 6
Send S.A.E. to Area Education Office, Walpole Road, Gosport PO12 1BU, for details and application form.
Closing date October 24.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
COTTERED FIRST SCHOOL
Voluntary Controlled Church of England
(Children aged five to nine)
Cottered, near Buntingford
HEAD required from January 1 1981 (probable date of appointment April 28 1981).
Group 1.

Salary £7,614 to £8,475 plus £213 London allowance.

Application forms and further particulars from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford SG13 8BQ.

Closing date October 23 1980.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
HEADS for
LANGTOFT COUNTY PRIMARY SCHOOL
Langtoft, Driffield, N. Humberside
(Number on roll 35)
Group 1. Age range 5 to 11
and
AIRMYN FIRST SCHOOL
Airmyn, Goole
(Number on roll 48)
Group 1. Age range 5 to 9.

Application forms and further particulars are obtainable from the Director of Education (H.O. Schools), County Hall, Beverley, North Humberside HU17 9BA (telephone (0482) 867131, extension 416) to whom completed forms should be returned not later than Monday, October 27, 1980.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION

HEAD TEACHER required at each of the following schools, for January 1 1981 if possible, which, as part of the reorganization of education in the area, are due to become schools for pupils aged five to nine as from September 1981.

COWDEN COUNTY PRIMARY SCHOOL
Cowden, Edenbridge, Kent
Estimated Group: 1, after reorganization in September 1981.
Estimated Spring Term 1981 Roll: 26.
Estimated Autumn Term 1981 Roll: 11.

CROCKHAM HILL C.E. PRIMARY SCHOOL (CONTROLLED)
Crockham Hill, Edenbridge, Kent
Estimated Group: 1, after reorganization in September 1981.
Estimated Spring Term 1981 Roll: 118.
Estimated Autumn Term 1981 Roll: 118.

FAWKHAM C.E. PRIMARY SCHOOL (CONTROLLED)
Fawkham, Dartford, Kent
Estimated Group: 1, after reorganization in September 1981.
Estimated Spring Term 1981 Roll: 60.
Estimated Autumn Term 1981 Roll: 38.

FOUR ELMS COUNTY PRIMARY SCHOOL
Four Elms, Edenbridge, Kent
Estimated Group: [illegible] after reorganization in September 1981.
Estimated Spring Term 1981 Roll: 104.
Estimated Autumn Term 1981 Roll: 103.

HARTLEY COUNTY PRIMARY SCHOOL
Hound Ash Way, Hartley, Dartford Kent
Estimated Group: 4, after reorganization in September 1981.
Estimated Spring Term 1981 Roll: 348.
Estimated Autumn Term 1981 Roll: [illegible].

NEW ASH GREEN COUNTY PRIMARY SCHOOL
Church Road, New Ash Green
Dartford, Kent
Estimated Group: 6, after reorganization in September 1981.
Estimated Spring Term 1981 Roll: 708.
Estimated Autumn Term 1981 Roll: 431.

ST. JOHN'S PRESBYTERIAN COUNTY PRIMARY SCHOOL (CONTROLLED)
Marsh Green, Edenbridge, Kent
Estimated Group: 1, after reorganization in September 1981.
Estimated Spring Term 1981 Roll: 52.
Estimated Autumn Term 1981 Roll: 54.

STANGROVE PARK COUNTY PRIMARY SCHOOL
Park View Close, Edenbridge, Kent
Estimated Group: 6, after reorganization in September 1981.
Estimated Spring Term 1981 Roll: 281.
Estimated Autumn Term 1981 Roll: 207.

WOODVIEW COUNTY PRIMARY SCHOOL
Main Road, Longfield, Dartford Kent
Estimated Group: 4, after reorganization in September 1981.
Estimated Spring Term 1981 Roll: 185.
Estimated Autumn Term 1981 Roll: 180.

Application forms and details for all posts from the Divisional Education Officer, 66 London Road, Sevenoaks, Kent, enclosing S.A.E.
Closing date October 24 1980.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPOINTMENT OF HEADTEACHERS

STURRY C.E. PRIMARY SCHOOL
(controlled)
Group 7, Roll: 557

Headteacher required from April, 1981 for this Group 7 primary school.

Application forms and further details (S.A.E. please) from the Divisional Education Officer, 78 London Road, Canterbury, Kent CT2 8LT, to whom they should be returned by October 31, 1980.

EAST FARLEIGH COUNTY PRIMARY SCHOOL
Vicarage Lane, East Farleigh, Nr. Maidstone
Group 3. Roll: 94

Appointment to take effect from April 23, 1981. Application forms and further particulars from the Divisional Education Officer, Astley House, Hastings Road, Maidstone, Kent ME15 [illegible], to whom they should be returned by October 31, 1980. (Foolscap S.A.E. please).

RAMSLYE COUNTY PRIMARY SCHOOL
Ramslye Road, Tunbridge Wells
Group 6. Roll: 198 including also special classes

Appointment from Summer Term 1981. Application forms (please enclose stamped addressed envelope) from [illegible] Officer, 39 Grove Hill Road, Tunbridge Wells, Kent TN1 1SL, to whom they should be returned by October 31, 1980.

ST. PETER'S R.C. PRIMARY SCHOOL (Aided)
West Ridge, Sittingbourne ME10 1UJ
Group 4. Roll: 216

Applications are invited from suitably qualified practising Catholics to take up duties at the beginning of the Summer Term, April 23, 1981.

Application forms and further details available from the Head Teacher at the above address. Completed forms to be returned to the Correspondent to the Managers, 85 West Street, Sittingbourne ME10 1AN by November 1, 1980.

KNOWSLEY
(Metropolitan Borough of)
HALEWOOD ST. MARK'S R.C. JUNIOR SCHOOL
(S.T.A. payable)

For September 1981: HEAD TEACHER (Group 5)

For application form send S.A.E. to Borough Education Officer, Education Office, Huyton Hey Road, Huyton, Liverpool L36 5YH. Completed forms to be returned by Friday, October 24, 1980, to The Rev. R. Colbert, St. Mark's Presbytery, Pennmann Crescent, Halewood, Liverpool L26 0UG.

LEICESTERSHIRE
LEICESTER
BELGRAVE C.E. (CONTROLLED) PRIMARY SCHOOL
HEADSHIP, Group 4

HEAD required April. Approximately 200 on roll plus 1 Nursery Class. Details on request (S.A.E.).

Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by October 21, 1980.

LEICESTERSHIRE
SAPCOTE ALL SAINTS C.E. (AIDED) PRIMARY SCHOOL
HEADSHIP — GROUP 5
HEAD required April. Approximately 308 on roll. Practising communicant preferred. Details on request (S.A.E.).

Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by 28th October.

LIVERPOOL
HEADTEACHER
GROUP 5
£9,579 to £10,593
ST. CECILIA'S RC. JM. SCHOOL
Green Lane, Liverpool, L13 7EA

Required for January.
Forms available from (S.A.E.) The Director of Education, 14 Sir Thomas Street, Liverpool, L1 6BJ quoting ref. [illegible] to be returned to Canon B. Catterall, c/o St. Cecilia's Presbytery, 21-23 Green Lane, Liverpool, L13 7DT, by October 20, 1980.

LIVERPOOL
HEADTEACHER
GROUP 4
£8,836 to £9,852
BELLE VALE CP. JM. SCHOOL
Besford Road, Liverpool, L25 2QF

Required for Spring term, 1981.

Forms available from (S.A.E.) and returnable to the Director of Education, 14 Sir Thomas Street, Liverpool, L1 6BJ quoting ref. 836/e, by October 20, 1980.

County of Cleveland

PRIMARY SCHOOL

HEAD TEACHER

(GROUP 5)

Golden Flatts Junior School,
Seaton Lane, Hartlepool, Cleveland TS25 1HN

A Head Teacher is required for the well established Junior School serving the southern area of Hartlepool. Financial assistance with household removal expenses is available in approved cases. Forms of application and further details are obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN not later than 24th October, 1980.

Classified Advertisements

The charge for advertising in all classifications is £1.05 per line (minimum 3 lines).

Display in classified advertisements £6.00 per single column cm. (minimum space 9.5 cm double column at £114.00).

A charge of £1.50 is made for Box Number facilities.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.

Copy should be sent to:—
The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road,
London WC1X 8EZ,
by Monday for the following Friday's issue.

ilea INNER LONDON EDUCATION AUTHORITY

For Teaching Posts In The Inner London Area

See page 49

ST. JOACHIMS R.C. J.M.I. SCHOOL

Shipman Road, London E16 3DT
Head Teacher: Mr. D. Scanlan
Number on roll: 180

HEAD TEACHER (Group 4)

Required January, 1981, or as soon as possible.

Applications are invited from suitably qualified practising Catholic teachers to take up duties on 1st January, 1981. The school is a well designed modern building situated in a rapidly developing housing area in London, E.16.

Those who have already applied for this post will automatically be reconsidered.

London Allowance: £759 plus Social Priority Allowance £201-£276.

Application forms/further particulars available from the undersigned. The Clerk to the Governors, J. H. Palling, to whom completed forms should be returned by 17th October, 1980.

Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH.

LONDON BOROUGH OF NEWHAM

PRIMARY EDUCATION

Headship

HIGHLANDS INFANTS' SCHOOL
Lennox Gardens, Cranbrook, Ilford IG1 3LF
GROUP 5

Required from January, 1981, or April, 1981, a well-qualified and suitably experienced teacher for the post of Head Teacher of this Group 5 Infants' (5-7) School.

The post becomes vacant as the result of the present holder being appointed to the headship of a primary school.

Salary in the range: £9,579-£10,593 and Outer London Allowance (£498).

For further details and application form please apply to J. E. Fordham, B.A., Chief Education Officer, Lynton House, 255-259 High Road, Ilford, Essex IG1 1BA (Telephone 01-478 3020, ext. 192/193).

Closing date for receipt of applications: 17th October, 1980.

Redbridge London Borough

Headships

Applications are invited from experienced and suitably qualified primary teachers for the headship of the following schools:

Chaddesden Park Junior School
Derby

Estimated maximum NOR Summer 1981 230 Group 5

Mary Howitt Infant School
Heanor

Estimated maximum NOR Summer 1981 189 Group 4.

Closing date: 24 October 1980.

Application forms and particulars for the above posts (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock.

DERBYSHIRE County Council

LANGTONS INFANTS SCHOOL
(Estimated roll 1980/81—251)
Westland Avenue, Hornchurch, RM11 3SD

HEADTEACHER

required Summer Term 1981 for this Group 5, 3-form entry Infants School.

Further details and application forms are available from (s.a.e. please) the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex.

There is a scheme for removal expenses details on request. Closing date 24th October, 1980.

Havering

PRIMARY
Headships continued

OXFORDSHIRE
COUNTY COUNCIL

WARDINGTON C.E. (A) PRIMARY SCHOOL
Near Banbury, Oxon.

Required at Easter 1981 or earlier if possible, a HEAD TEACHER for this Group 1, 5 to 11 Primary School with approximately 50 on roll.

Wardington is four miles north of Banbury.

Application forms and further details obtainable from Chief Education Officer, Macclesfield House, New Road, Oxford OX1 1NA to whom they should be returned within a fortnight of the appearance of this advert.

This is a readvertisement and previous applicants remain under consideration.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
GLADESTRY V.P. (C) SCHOOL
Near Kington

Required for April 27, 1981: a qualified HEAD TEACHER. Group 1. (Reference 300.)

Application forms and further particulars obtainable from the Director of Education, Powys County Hall, Llandrindod Wells, to whom completed forms should be returned by October 31, 1980.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
WOODSETTS JUNIOR SCHOOL
Required for January 1981:
HEAD TEACHER (Group 4)

This is a school formed by the amalgamation of Woodsetts Junior and Woodsetts Infant Schools. The post offers a stimulating opportunity to develop a new school.

Closing date: October 17, 1980.

Applications by letter, giving full personal details and information on qualifications, experience and salary, together with the names and addresses of two referees, should be sent to the Director of Education, Education Office, Hawmarsh Road, Rotherham S60 1QT.

R. W. Ellis, Director of Personnel Resources

CITY OF SALFORD
EDUCATION DEPARTMENT

PATRICROFT C.E. CONTROLLED PRIMARY SCHOOL
Nelson Street, Patricroft, Eccles M30 0FZ

(Re-advertisement)

Required from Easter 1981 or earlier if possible

HEAD TEACHER
(Group 4)

Please send S.A.E. for application form and further particulars to the Chief Education Officer, Chapel Street, Salford M3 5LT, to whom they should be returned by November 7, 1980.

Applicants to previous advertisement will be reconsidered.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
ST MARY'S (HIGH GREEN) R.C. J. and I. AIDED SCHOOL
Pack Horse Lane
High Green S30 4HY

Required for April 1981, a HEAD TEACHER for this Group 2 school. Applicants for the post should be practising Catholics, and hold the Catholic Teachers Certificate.

Application forms are available from the Chief Education Officer, to whom they should be returned at the Education Offices, Leopold Street, Sheffield S1 1RJ, within 14 days of the appearance of this advertisement.

SUFFOLK
Sch Preparatory Headships

SUFFOLK
HEAD TEACHER
ST. HELEN'S PRIMARY SCHOOL
Group 5
Ipswich
Age Range: 5-11 years.

Forms and further details available from the County Education Officer, Education Office, Grimwade Street, Ipswich (S.A.E. please), to be returned by October 24, 1980.

WEST GLAMORGAN
CROSSERW PRIMARY SCHOOL
Port Talbot
For details see displayed advertisement on page 32.

WILTSHIRE

HEADSHIP

WINTERSLOW C.E. AIDED PRIMARY SCHOOL
Middle Winterslow, Salisbury SP5 1RD

Group 4, N.O.R. 183

HEAD TEACHER required for Summer 1981. Applicants must be practising and communicant Members of the Church of England.

Further details and application form (S.A.E. please) from Chief Education Officer, County Hall, Trowbridge, Wiltshire; closing date 17th October, 1980.

WILTSHIRE

PRIMARY HEAD TEACHER
WINTERBOURNE EARLS C.E. CONTROLLED PRIMARY SCHOOL
Winterbourne Earls, Salisbury SP4 6HA

Group 3, N.O.R. 85

HEAD TEACHER required from April, 1980.

Further details and application form (S.A.E. please) from Chief Education Officer, County Hall, Trowbridge, Wiltshire.

Closing date November 5, 1980.

Deputy Headships Senior Masters/ Mistresses

BUCKINGHAMSHIRE
AYLESBURY VALE
BURTON C.E. COMBINED SCHOOL
near Aylesbury

DEPUTY HEAD TEACHER required in January at this Group 4 School for pupils aged five to 12-plus.

Removal and associated allowances are payable in accordance with the Council's scheme in approved cases. A housing allowance is also payable to married teachers unable to find immediate accommodation.

Application form and further particulars (S.A.E.) from Education Officer, Exchange Street, Aylesbury HP20 1UU. Closing date October 31 1980.

CAMBRIDGESHIRE
HUNTINGDON AREA
RAMSEY ST. MARY'S C.P. SCHOOL
Ashbeach Road, Ramsey St. Marys

Applications are invited for the DEPUTY HEADSHIP of this Group 2 Primary School for Easter 1981. Infant experience essential as the successful applicant will be responsible for the Infant Department as well as having the role of Deputy throughout the school.

Application forms and further details from the Senior Area Education Officer, Gazeley House, Princes Street, Huntingdon PE18 6NS (S.A.E. please.)

CROYDON
(London Borough of)

REGINA COELI R.C.
Pampisford Road, South Croydon
Surrey, CR2 6DF
Telephone: 01-688 4088

Tenable: 1st January, 1981

DEPUTY HEAD required. In addition to the deputy's duty the successful applicant will be expected to develop Mathematics throughout the school. A Catholic Teacher's certificate will be required.

Application forms available from the school but to be returned by Friday, 17th October, 1980, to the Correspondent to the Managers, 45 Purley Road, South Croydon, CR2 6LY.

Salary scale: Deputy Head Group 6.

HAMPSHIRE
ORCHARD INFANTS' SCHOOL
Water Lane, Dibden Purlieu
Near Southampton
(Roll 300 approximately: Group 4 School)

DEPUTY HEAD TEACHER required January 1981, if possible. Applications are invited from teachers with good experience of infant method.

Application and curriculum vitae with S.A.E. to Head Teacher.

HAMPSHIRE
TIPTOE COUNTY PRIMARY SCHOOL
Tiptoe, Hordle, near Lymington
(Roll 98: Group 3 School)

DEPUTY HEADTEACHER required January 1981. Please state areas of expertise.

Application and curriculum vitae with S.A.E. to Head Teacher.

HERTFORDSHIRE

ARNETTS HILLS JMI SCHOOL
Berry Lane, Rickmansworth

Required January or April, DEPUTY HEAD to teach juniors, Group 4 plus London fringe allowance £213. Applicants should be enterprising, imaginative and totally committed to a creative approach to primary education.

Application form and further details available from and to be returned to the Divisional Education Officer, Little Cassiobury, 31 Hempstead Road, Watford WD1 3EY.

HERTFORDSHIRE
ST. MARY'S V.C J.M. SCHOOL
St. Mary's Way, Baldock, Herts
Number on Roll 240

Applications invited from suitably experienced TEACHERS for the post of DEPUTY HEAD, Group 5, to start in January 1981.

Application forms and further particulars are available from the Headmaster at the school.

(Telephone: Baldock 892150).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
BLADE C.P. SCHOOL
The Slade, Tonbridge TN9 1HR

DEPUTY HEAD required in January 1981, or as soon as possible thereafter, for a Junior and Infants' School with Unit for Partially Hearing Children.

He/she would be responsible for a Fourth-year Junior Class. Sympathy with problems of integrating handicapped children into normal classes essential. Special knowledge of Junior School curriculum in Mathematics and/or History/Geography a recommendation.

BROOKFIELD C.P. JUNIOR SCHOOL
Swallow Road, Larkfield, Kent
(Group 6)

DEPUTY HEAD required for January.

Please apply by letter to the Head Teacher stating special interests.

LEICESTERSHIRE

EYRES MONSELL PRIMARY SCHOOL
Simmins Crescent
Leicester LE2 9AH
Head: Miss A. Ash

DEPUTY HEAD (GROUP 6)

DEPUTY HEAD required January (approximately 331 on roll). Someone with ideas and enthusiasm and an interest in the organization of this newly amalgamated primary school. Details from the Head (S.A.E.).

Apply (no forms) with full particulars and the names and addresses of two referees to the Head by October 17.

LEICESTERSHIRE

THURNBY FERNVALE COUNTY PRIMARY SCHOOL
Somerby Road, Thurnby
Leicester LE7 9PR
Head: Mrs. A. Page

DEPUTY HEAD (GROUP 3)

DEPUTY HEAD required January (approximately 110 on roll). Details from the Head on request (S.A.E.).

Apply (no forms) with full particulars and the names and addresses of two referees to the Head by October 17.

LEICESTERSHIRE

FOXTON COUNTY PRIMARY SCHOOL
Gartree Prison Road
Foxton, Market Harborough
Leicestershire LE16 7QZ
Head: Mrs. M. J. Osborne

DEPUTY HEAD (GROUP 3)

DEPUTY HEAD required January (approximately 88 on roll). Details from the Head (S.A.E.).

Apply (no forms) with full particulars and the names and addresses of two referees to the Head by October 17.

LEICESTERSHIRE

CASTLE DONINGTON ST. EDWARDS C.E. (CONTROLLED) PRIMARY SCHOOL
The Dovecote, Castle Donington
Derby DE7 2LH
Head: Mr J. M. D. Robertson

DEPUTY HEAD GROUP 5

DEPUTY HEAD required January. Approximately 336 on Roll. Music an advantage.

Details from the Head (S.A.E.).

Apply (no forms) with full particulars and the names and addresses of two referees to the Head by October 17 1980.

LIVERPOOL

DEPUTY HEAD TEACHER
Group 3
£5,115 to £7,785

GRANBY C.P. INFANTS' SCHOOL
(E.P.A. and S.P.)
Granby Street, Liverpool L8 2TU

Required for January.

Forms available from (S.A.E.) and returnable to the Director of Education, 14 Sir Thomas Street, Liverpool L1 6HJ, quoting ref. 075(a) by October 30, 1980.

ROCHDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT

DEPUTY HEADSHIP
SHAWFIELD NORDEN COMMUNITY MIDDLE SCHOOL
(10-13)
Shawfield Lane, Rochdale
Telephone: Rochdale 58362

DEPUTY HEAD TEACHER required for January if possible for this Group 7 school. Post vacant on promotion of Deputy to a Headship. The person sought should have a sensitive awareness of children, wide experience of teaching in the middle years, and a high level commitment to community education and a participatory management structure.

Application forms and further details available on receipt of a foolscap stamped addressed envelope to the Head Teacher at the school to whom they should be returned by October 20, 1980.

SANDWELL
(Metropolitan Borough of)

ST. MARY'S R.C. PRIMARY SCHOOL

Required for January, 1981:

DEPUTY HEAD TEACHER
Group 5.

The Governors invite applications from suitably qualified, experienced and practising Roman Catholic teachers for the above post. Applications by letter stating full curriculum vitae and the names and addresses of two referees, to be returned to Reverend Father M. O'Meara, care of St. Mary's R.C. Primary School, Manor House Road, Wednesbury.

Closing date: October 20, 1980.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races and to registered disabled people.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
GREEN CLOSE J.M.I. SCHOOL
Coal Heath Lane, Shelfield, Walsall, WS4 1PL

Required for January, 1981—
DEPUTY HEAD TEACHER

For this large Primary School (Group 7), the vacancy arising from the promotion of the present holder to Headship.

Closing date October 14, 1980.

Application forms are available on receipt of an S.A.E. from the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1DQ.

WEST SUSSEX
BROADFIELD EAST FIRST SCHOOL
Vulcan Close, Off Woodmans Hill, Broadfield, Crawley.

DEPUTY HEAD TEACHER required from Summer Term for this Group 4 school for children age 5 to 8 years.

Form from Education Officer, Oaks Park House, Horsham Road, Crawley, Sussex.

WILTSHIRE

PRIMARY DEPUTY HEADSHIPS

WROUGHTON JUNIOR SCHOOL
Inverary Road, Wroughton
Swindon SN4 0DP
Group 7
Number on roll 490

DEPUTY HEAD required from January, 1981.

Further details and application forms available from the Headmaster (S.A.E. please).

Closing date October 16, 1980.

Other Posts on Scale 2 and above

AVON (County of)

WHITEHALL J.M. SCHOOL
Johnsons Road, Bristol BS5 9AT

Required as soon as possible, a Scale 2 TEACHER with ability and commitment to modern method. Interest in MATHS/SCIENCE an advantage. It is hoped that the successful applicant would wish to take part in the extra curricula activities. Possibility of Scale 3 post available for suitable applicant.

Application by letter to the Head immediately with curriculum vitae and names of two referees.

Quote 63-5.9.80.

AVON (County of)

ST. NICHOLAS' JUNIOR SCHOOL
Kilmersdon Road, Radstock
Bath, BA3 3QG

Required from January or earlier if possible, enthusiastic TEACHER for either Lower or Middle Juniors. St. Nicholas' has a strong music tradition and applicants should be able to accept responsibility for organising music throughout the school and be efficient pianists. They should see the value of extra curricular activities and be willing to take part in those activities themselves, particularly those connected with Music. Scale 3 post. Please give full details of interests, skills and abilities.

Application by letter to the Head immediately with curriculum vitae and names of two referees.

Quote 60-5.9.80.

AVON (County of)

KNOWLE INFANTS SCHOOL
School Road, Bristol BS4 3BW

Required from January, enthusiastic TEACHER to be responsible for MUSICAL ACTIVITIES in the school. Ability to play the piano essential. Successful applicant must be willing to be involved in all the school activities including a commitment in the local community. Scale 2 post.

Application by letter to the Head immediately with curriculum vitae and names of two referees.

Quote 61—5.9.80.

BUCKINGHAMSHIRE

COUNTY COUNCIL

ADVISORY TEACHER—SCIENCE
(Scale 5)

Required for January 1981.

The person appointed will probably be an experienced Primary School Teacher. Enthusiasm for teaching Science will be considered to carry more weight than formal qualifications in Science.

It will be a two year temporary appointment in the first instance, the vacancy arising because the present holder of the post has been seconded in the Schools Council for two years.

Applications should be made by letter as soon as possible, with curriculum vitae and the names and addresses of two referees, to the Chief Education Officer (Ref. [illegible]), County Hall, Aylesbury, HP20 1UZ.

BUCKINGHAMSHIRE

WYCOMBE DIVISION

BOOKER HILL COUNTY COMBINED SCHOOL
Field Road, Booker Hill, High Wycombe

Head, Mrs. P. B. Maddock

Required for January, 1981, an enthusiastic and energetic teacher to act as COORDINATOR of MATHEMATICS and [illegible] throughout the school. The [illegible] Scheme of Mathematics [illegible] Scale 3.

Reimbursement of removal expenses, 75 per cent of agent's fees, legal and estate agent's [illegible] minimum payment £75 [illegible] tal expenses of £195 [illegible] approved cases. Housing [illegible] pending removal [illegible] approved cases.

Application forms from [illegible] on receipt of stamped addressed envelope to be returned to school immediately.

CAMBRIDGESHIRE
PETERBOROUGH AREA
MIDDLETON COUNTY INFANT SCHOOL
Middleton South Bretton,
Peterborough
Telephone: Peterborough [illegible]
Group 4. Roll 160

Required for January, 1981 [illegible]

A Scale 2 TEACHER [illegible] responsibility for MATHEMATICS and SCIENCE. It is [illegible] applicants have [illegible] the right [illegible] sonality and the right [illegible] work in this open-plan school.

There is a possibility of [illegible] ance being given with housing [illegible]

Application forms are [illegible] from the Head Teacher, Mrs. [illegible] White, at the above address [illegible] 1st class, to whom [illegible] be returned immediately.

CALDERDALE METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT

STANNINGLEY GREEN JUNIOR SCHOOL
(214 on roll)
Mixenden, Halifax.

HEAD TEACHER

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 4 school. The post is vacant from 1st January, 1981.

Application forms and further details obtainable (by receipt of foolscap S.A.E.) from Chief Education Officer, Alexandra Buildings, King Edward Street, Halifax HX1 1EB, to whom completed forms should be returned [illegible]

PRIMARY
Scale 2 Posts continued

CAMBRIDGESHIRE

Peterborough Area
BRAYBROOK COUNTY PRIMARY SCHOOL
Orton Goldhay, Peterborough,
PE2 0QL
Group 5, Roll 272

Required for January 1981: Experienced ASSISTANT TEACHER (Scale 2) for a class of second year juniors with the ability to specialize in Boys' Games and to contribute to one or more areas of the curriculum Mathematics and Science.

There is a possibility of assistance being given with housing in appropriate cases.

Please apply by letter enclosing S.A.E., curriculum vitae and the names and addresses of two referees direct to the Head Teacher, Mr D. Pighford, immediately.

EAST SUSSEX
COUNTY COUNCIL

TICEHURST C.E. PRIMARY SCHOOL
Ticehurst, Wadhurst TN5 7DL
Headmaster: Mr. J. C. G. Derrick

Required January 1981, ASSISTANT TEACHER with responsibility for BOYS' GAMES.

An interest in Primary Maths/French would be an advantage.

Scale 2 post available for suitable applicant.

Apply immediately to the Headmaster at the School.

EAST SUSSEX

TELSCOMBE CLIFFS COUNTY PRIMARY SCHOOL
Central Avenue,
Telscombe Cliffs BN9 7DE
(Roll 423)

Required from January 1981, experienced TEACHER (Scale 3) for INFANTS.

To be able to offer either Science or Language Development.

Relocation grants available in approved cases.

Application forms (S.A.E. please) from the Area Education Officer, Education Office, Grove Road, Eastbourne BN21 4TN, and returnable to the Headmistress.

ENFIELD
(London Borough of)

ST ANDREW'S C.E. J.M.I. SCHOOL
207 Chase Road, Southgate,
London N14 6JA
(Roll 226)

Required for January 1981, an experienced TEACHER as HEAD of the INFANT DEPARTMENT, Scale 2 post.

An interest in Art, Craft and Display would be an advantage.

Application forms and further details from the Head Teacher at the school (S.A.E.), to be returned by October 20, 1980.

ESSEX

CHRISHALL C.E. (AIDED) PRIMARY SCHOOL
Chrishall, Royston, Herts
SG8 8QW
Group 3. Roll 75

Applications are invited for January 1, 1981 or as soon as possible thereafter, for an experienced TEACHER, Scale 2, for a lower Junior class (seven to nine-year-olds), but able to work also with upper juniors and Infants in this three-class school. Music desirable.

Apply by letter with full particulars and the names and addresses of two referees to the Headmaster at the school.

ESSEX

[illegible]ONKWICK COUNTY JUNIOR SCHOOL
(Roll 400 plus)
[illegible] Road, Colchester
Tel.: Colchester 5300
Teacher Scale 3

Required January, 1981, TEACHER for GENERAL SUBJECTS. Grade 3 post for responsibility Maths and Science Upper School.

Curriculum vitae and names of referees to the Head Teacher, S.A.E. please.

ST LAWRENCE C.E. JUNIOR SCHOOL
(Roll 240)
[illegible], Waltham Abbey
Tel.: Lea Valley 715999
Scale 2 post.

Required January, 1981. Experienced TEACHER with responsibility for MUSIC and DRAMA. Practising Christian preferred for this modern open plan school.

Apply (S.A.E.) to Area Education Officer (West Essex), St John's Road, Epping. Tel.: Epping [illegible], ext. 62. Closing date 20th October.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION

PERIPATETIC TEACHER (Scale 2) required to undertake LANGUAGE work mainly in primary schools in the Cheshunt/Waltham Cross area. Some experience of teaching English as a second language desirable. Applications to Divisional Education Office, Scott House, Hagsdell Road, Hertford SG13 8BQ.

HOUNSLOW
(London Borough of)

EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN

ST. JOHN'S R.C. PRIMARY SCHOOL
Boston Park Road,
Brentford TW8 9JF
Headmaster:
Mr. R. B. Lloyd, J.P., Dip.Ed.

Required January 1981:

Committed Catholic TEACHER for Second Year Junior class, capable of teaching MUSIC in the Junior Department. Scale 2 salary payable to appropriate qualifications and experience. Applications from newly-appointed teachers will be considered.

Interested candidates are welcome to visit the school by arrangement with the Headmaster (Telephone: 01-560 7477).

London Allowance £498 payable.

Application forms available from, and returnable to, the Headmaster at the school by October 24 1980. (Stamped addressed foolscap envelope, please).

A. Groves, Director of Education.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION

NORTHBOURNE C.E. PRIMARY SCHOOL
Northbourne, Deal
(Group 3)

TEACHER required for January 1981. BOYS' GAMES including Football.

State other interests.

Scale 2 post.

Letters of application with full curriculum vitae to the Head Teacher at the School, with the names and addresses of two referees.

SHEPWAY DIVISION
ST. MARY'S C.E. (AIDED) PRIMARY SCHOOL
Folkestone
(Group 6)

Required for January 1981: TEACHER (Scale 3) for Upper Juniors with additional responsibility for either running an established resources centre or curriculum development.

Full details from the Headmaster, to whom applications should be returned by Tuesday, October 21, 1980.

KIRKLEES
METROPOLITAN COUNCIL

BRADLEY C.E. JUNIOR SCHOOL
(Ref. 133a)
Sherwood Avenue, Bradley,
Huddersfield HD2 1RQ

Required for January, 1981, TEACHER, Scale 2, for a class of nine- to 10-year-olds, who is able to offer additional creative enthusiasms throughout the school in any or all of the following:—

1. Art/Display.
2. Fabric/Claywork.
3. Dance, Drama.

Please indicate any other areas of major interest.

Application forms (A4 S.A.E. please) from the Director of Educational Services (Ref. S), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms should be returned as soon as possible.

MERTON
(London Borough of)

EDUCATION COMMITTEE
SACRED HEART R.C. PRIMARY SCHOOL
Burlington Road, New Malden
Surrey KT3 4ND
Head Teacher: Mr. J. J. Hawkins
Telephone: 01-942 0215

(Age range: Five to Nine years; Number on roll: 220 full-time, seven part-time)

Required for January 1981, an experienced Catholic TEACHER to be responsible for the organisation of MATHEMATICS through the school. Scale 2 post available for suitable candidate.

London Allowance £759. Legal expenses and assistance towards removal expenses will be considered in approved cases.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.

Closing date: October 24, 1980.

NEWHAM
(London Borough of)

DERSINGHAM INFANT SCHOOL
Dersingham Avenue, Manor Park, E.12
Head Teacher, Mrs. M. H. Wainwright
(Number on roll, 116)
MATHEMATICS COORDINATOR
Scale 2

Required January, 1981, or as soon as possible, a TEACHER with experience of Nuffield MATHEMATICS is required to introduce and develop this scheme throughout the school.

London allowance £759.

Application forms available from the undersigned, to whom completed forms should be returned by October 31, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

Bedfordshire County Council
Education Service

HEADSHIPS

From January 1981 or as soon as possible.

The Cherry Trees Nursery School
Hawkins Road, Bedford
GROUP 2

Applications are invited for the Headship of this Group 2, 80 place Nursery School.

Surrey Street Primary School
Surrey Street, Luton
GROUP 4

Applications are invited for the Headship of this Group 4 Primary School which caters for pupils aged 5-11 years. Estimated number on roll January 1981: 164 children.

Application forms and further details of the above Headships are available from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford.

Closing date: 31st October, 1980.

Bedfordshire

NEWHAM
(London Borough of)
NEW CITY JUNIOR SCHOOL
New City Road, London E13 9PY
Head Teacher, Mr. L. Hunt
(Number on roll 320)
MATHEMATICS COORDINATOR
Scale 2

Required January, 1981, good class TEACHER required to develop MATHEMATICS in the school.

A knowledge of the S.M.P. scheme is desirable but not essential. Help from the mathematics support team is available.

Visits by appointment welcome. Tel. 472 2743.

All applicants who have already applied for this post will automatically be reconsidered.

London allowance £759.

Application forms from the undersigned, to whom completed forms should be returned by October 24, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

RICHMOND UPON THAMES
(London Borough of)

COLLIS PRIMARY SCHOOL
Fairfax Road, Teddington
TW11 9BS

SCALE 2 ESTABLISHED FULL-TIME TEACHER

Required for January 1981, an experienced teacher with good all-round skills who will also be able to take responsibility for language development throughout the primary age range. A willingness to play an active part in all aspects of school life is required.

Forms (foolscap S.A.E.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by October 17, 1980.

SHROPSHIRE
EDUCATION COMMITTEE
BEECH GROVE C.E. JUNIOR SCHOOL (Controlled)
Beech Grove, Oswestry

Scale 2 TEACHER required for GENERAL ACTIVITIES with special responsibility for MUSIC throughout the school.

Apply by letter to the Head enclosing curriculum vitae, and names of two referees.

Closing date 17th October 1980.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
Required for January, 1981:
HOUGHTON JUNIOR SCHOOL
(Group 6)
TEACHER (Scale 3) with responsibility for ENVIRONMENTAL STUDIES SCIENCE throughout the school.

DOWNHILL PRIMARY SCHOOL
(Group 5)
TEACHER (Scale 3) with responsibility for LANGUAGE development throughout the school.

Removal expenses and temporary lodging allowance may be payable in appropriate circumstances.

Application forms obtainable from the Director of Education, at the address shown below on receipt of a stamped addressed foolscap envelope to be returned to him by October 24, 1980.

L. A. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland SR2 7DN.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
PINFOLD STREET J.M.I. SCHOOL
Pinfold Street, Darlaston
Required for January 1, 1981—
TEACHER FOR UPPER JUNIORS

Scale 2 post—Audio Visual Aids/Library and Boys' Games.

Closing date October 17, 1980.

Application forms are available on receipt of an S.A.E. from the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1DQ.

WOLVERHAMPTON

BOROUGH COUNCIL

EDUCATION COMMITTEE

Required for January 1981:

MANOR J & I SCHOOL

LANGUAGE DEVELOPMENT
in the
JUNIOR DEPARTMENT
Scale 2

Application forms available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 10 days of this advertisement, (S.A.E. please).

Remedial Posts

CUMBRIA
EDEN GROVE SCHOOL
Bolton, Appleby, Cumbria
CA16 6AX
Kirkby Thore 346
(A long-established independent school for disturbed boys of limited ability: 63 on roll)
Required for January 1, 1981. Scale 3(S)

An experienced TEACHER, preferably Junior trained and with residential experience, to be ORGANISER of PASTORAL CARE, in addition to the responsibility for a class of 12, 10 to 12-year-old, slow-learner boys.

Applicants must be prepared to commit themselves to the aims and work of the school and a Scale 3(S) post will be offered to a suitably qualified person in recognition of the demanding nature of the work.

The post is residential and there is a three-bedroomed staff bungalow set in delightful grounds.

Further details may be obtained from the Headmaster, Mr. L. Barham at the school, or SHAP 340, and a visit to the school can be arranged.

Application by letter to the Headmaster as soon as possible, enclosing curriculum vitae, testimonials and names of two referees.

Scale 1 Posts

BARNET
(London Borough of)
Required for January 1981:
BLESSED DOMINIC R.C. J.M.I. SCHOOL
Lanacre Avenue,
Grahame Park, NW9
(Roll 289)
JUNIOR TEACHER (Scale 1). Applicants should be Practising Catholics preferably with Catholic Teachers' Religious Certificate.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Application forms (S.A.E.) obtainable from The Director of Educational Services, Town Hall, Friern Barnet N11 3DL, to be returned to the Head Teacher as soon as possible.

BRENT
(London Borough of)
WEMBLEY MANOR JUNIOR MIXED SCHOOL
East Lane, Wembley HA9 7NW
(Roll 288)

Required from January or earlier if possible—

Experienced TEACHER with the ability to teach SCIENCE (Scale 1). The school is situated in a pleasant residential area and the successful applicant would be required to take up the appointment as soon as possible.

London Allowance of £759 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and referees, enclosing S.A.E. for reply.

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION

WATER HALL COUNTY MIDDLE SCHOOL
Bletchley

Required for January 1981, an enthusiastic and committed TEACHER (male or female) who is prepared to become fully involved in the life of this 8 to 12 New City Middle School. The ability to assist with Boys' Games would be a distinct advantage. Scale 1 post.

Further details and application form will be sent on receipt of a stamped addressed envelope by the Headteacher, Mr J. Hudson, Water Hall County Middle School, Melfort Drive, Bletchley, Milton Keynes MK2 3QD.

GREAT LINFORD COUNTY COMBINED SCHOOL

Required for January 1981, an enthusiastic TEACHER for the first school, 6 to 7 year old pupils. Interest in language an advantage. Scale 1 post.

Application by letter to the Head, Miss R. Walker, Great Linford County Combined School, St. Leger Drive, Great Linford, Milton Keynes MK14 giving curriculum vitae and the names and addresses of two referees.

Subject to the County Council's regulations generous removal expenses and board and lodging allowances are payable.

Rented housing may be available in approved cases, and there is a wide range of housing to buy in the area.

CHANNEL ISLANDS
Sark

INFANT TEACHER required for Sark school to begin duties in April, 1981. Commencing salary (tax free) according to qualifications and experience. Ability to teach French an advantage.

Send International Reply Coupon to Clerk, Education Committee Office, Sark, C.I., for application form.

CROYDON
(London Borough of)

GRESHAM
Limpsfield Road,
South Croydon
Surrey CR2 9EA

Telephone: 01-657 1807
Tenable: January 1, 1981

TEACHER is required for a mixed age group of second/third year juniors. Candidates must be able to teach Cricket and Football and train teams for matches.

Salary: Burnham Scale 1, with London Area Allowance.

Please send S.A.E. for application form, from and returnable to, the Head Teacher at the above address as soon as possible.

CHANNEL ISLANDS
DE LA SALLE COLLEGE
Jersey, C.I.
R.C. PRIMARY AND SECONDARY
(280 Juniors, 500 Seniors)

Qualified JUNIOR SCHOOL TEACHER required to teach General Subjects and Music in the Junior School. Junior School music is combined with a flourishing Senior School department. Ability to help with extra curricular boys' games an advantage. Scale 1 required January, 1981.

Applications in writing to the Headmaster.

DUDLEY
(Metropolitan Borough of)

MOUNT PLEASANT PRIMARY SCHOOL
Mount Pleasant Street,
Roseville, Coseley, WV14 9JR
(Group 6—Roll 348)

Required for January, 1981, an enthusiastic TEACHER for Middle school class. An interest in reading development and either music or physical education would be an advantage.

Application forms (s.a.e.) from, and returnable to: J. Buck, Director of Education, Education Department, 2 St. James's Road, Dudley, West Midlands DY1 1JQ.

EAST SUSSEX
COUNTY COUNCIL
(BRIGHTON AREA)
STANFORD FIRST SCHOOL
Highcroft Villas, Brighton

Required January, 1981, TEACHER, Scale 1. (Scale 2 post available for suitably qualified and experienced candidate.)

Relocation Grant Scheme in approved cases.

Application forms from the Area Education Officer (STF), Royal York Buildings, Old Steine, Brighton BN1 1NP, and for return to the Headmistress at the School, as soon as possible.

ESSEX
ST JOHN FISHER R.C. (V/A) PRIMARY SCHOOL
(Roll 360)
Burney Drive, Loughton
Tel.: 01-508 5315
Scale 1 post.

Required immediately, experienced qualified TEACHER for Top Juniors. Catholic teacher preferred. Temporary until 31st August, 1981, in first instance. Closing date: 20th October.

Curriculum vitae and names of referees to the Head Teacher (foolscap S.A.E. please).

HAMPSHIRE
KNIGHTS ENHAM INFANT
King Arthur's Way, Andover
Required January, 1981:
Scale 1

TEACHER in charge Nursery Unit. Sixty part-time nursery places. Preference will be given to candidates who are nursery trained and who have an interest in home/school liaison.

Closing date two weeks from appearance of this advertisement. Applications to Head Teacher at school.

HERTFORDSHIRE
ST. TERESA'S R.C. PRIMARY SCHOOL
Brook Road, Borehamwood

Practising Catholic INFANT TEACHER required in January, 1981, for two forms. Ability to play piano an advantage. Possibility of permanent appointment.

Letter of application, with names of two referees to the Head Teacher, Miss L. Butler, by October 31, 1980.

HERTFORDSHIRE
COUNTY COUNCIL

ST. ALBANS DIVISION
ST. HELEN'S C. OF E. JUNIOR MIXED AND INFANTS' SCHOOL
Brewhouse Hill, Wheathampstead
St. Albans

TEACHER for JUNIORS required January.

Applications to Head with details of experience and interests, naming two referees.

KIRKLEES
METROPOLITAN COUNCIL

PURLWELL INFANTS' SCHOOL
Purlwell Lane, Batley
(Ref. 136a)

Required from 27 October, 1980 or as soon as possible thereafter, a temporary TEACHER, Scale 1, for a RECEPTION CLASS comprised entirely of Asian children. The person appointed will work closely with a language liaison teacher.

Application forms and further particulars (S.A.F.E. please) from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned within 14 days of the appearance of this advertisement.

FIELD LANE J. I. & NURSERY SCHOOL
Albion Street, Batley
(Ref. 134a)

Required as soon as possible, TEACHER, Scale 1, for a mixed class of infants. Ability to teach English as a second language is desirable. The school has recently been rehabilitated and extended and now provides suitable accommodation for "shared" teaching etc.

Application forms (S.A.F.E. please) from the Director of Educational Services (Ref. S), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned.

LONDON, SW15

IBSTOCK PLACE SCHOOL
Clarence Lane, Roehampton,
London SW15
(270 children, aged three to 16)

This is the Demonstration School of the Froebel Education Institute. There is a vacancy in January, 1981, for a well-qualified LOWER KINDERGARTEN teacher for four to five year olds. A good knowledge of early learning, including initial literacy, is essential in this very interesting open-plan school.

Apply within the next eight days by letter with curriculum vitae and names of two referees to the Headmaster.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOLFOR C.P. INFANT/JUNIOR SCHOOL
Newtown

Required for January 1, 1981, a qualified TEACHER (Scale 1) (Ref.: 310)

Application forms obtainable from the Director of Education, Powys County Hall, Llandrindod Wells, to whom completed forms should be returned by October 31, 1980.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
HAFREN C.P. JUNIOR SCHOOL
Newtown

Required for January 1, 1981, a qualified TEACHER for UPPER Juniors (Scale 1) (Ref.: 311)

Application forms obtainable from the Director of Education, Powys County Hall, Llandrindod Wells, to whom completed forms should be returned by October 31, 1980

ROCHDALE
(Metropolitan Borough of)

EDUCATION DEPARTMENT
Required for January, 1981

PRIMARY SCHOOLS

LITTLEBOROUGH C.P.
(4 to 11)
Sale Street, Littleborough
Telephone: Littleborough 78586
Top Infants/Lower Juniors, Scale 1

MARLAND HILL
(4 to 10)
Roch Valley Way, Rochdale
Telephone: Rochdale 47147
Juniors, Scale 1

ST. VINCENT'S R.C.
(4 to 10)
Edenfield Road, Rochdale
Telephone: Rochdale 42469
Reception Class, Scale 1

Application forms to be returned to Father Stanley, St. Vincent's Presbytery, Edenfield Road, Rochdale.

STANSFIELD HALL
(4 to 11)
Summit, Littleborough
Telephone: Littleborough 78840
Reception Class, Scale 1

Application forms for the above posts available on receipt of a foolscap stamped addressed envelope to the Headteacher at the school to whom they should be returned by October 20, 1980, unless otherwise stated.

BOROUGH
OF
HARINGEY

TEMPORARY SUPPLY TEACHERS REQUIRED

Qualified teachers required for full-time or part-time temporary supply work in nursery, primary and secondary schools. Applications invited from teachers with previous successful experience in U.K. or abroad, although newly qualified applicants will also be considered for long-term assignments.

Daily rate of pay between £26.78 and £43.58, according to qualifications and experience.

London Allowance £759 payable.

Please telephone 881 3000 (ext. 3144) for application forms, or write to the Chief Education Officer, Education Offices, 48-62 Station Road, Wood Green, N.22.

NORFOLK
COUNTY COUNCIL
Education Department

HEAD

required for

WIGGENHALL ST. MARY MAGDALEN
County Primary School, Nr. King's Lynn
(Group 2) 5-11 age range

Application form and further details from County Education Officer, County Hall, Norwich NR1 2DL, on receipt of a stamped addressed foolscap envelope.

DEPUTY HEAD

required for

STOKE FERRY (Voluntary Controlled) PRIMARY SCHOOL
Nr. Downham Market
(Group 2) 5-11 age range

Application form and further details from the Area Education Officer, St. Margaret's House, King's Lynn PE30 5DR, on receipt of a stamped addressed foolscap envelope.

Closing date for all applications: 28th October.

Removal expenses payable in accordance with the Authority's scheme.

PRIMARY
Remedial Posts
continued

WEST SUSSEX

NORTHGATE FIRST SCHOOL, Green Lane, Northgate, Crawley, Sussex.
Scale 1 nursery TEACHER required for January, 1981.

Form from Education Officer, [illegible] Park House, Horsham Road, Crawley, Sussex.

WILTSHIRE

CHIPPENHAM ST. PETER'S
C.E. AIDED SCHOOL
Lowden, Chippenham.
[illegible]
Group 4. Number on roll 187

TEMPORARY Scale 1 TEACHER required for two terms only from January 1, 1981 to August 31, 1981.

Written letters of application to be sent to the Rev. P. Hughes, St. Peter's Vicarage, Lowden, Chippenham, Wiltshire, stating age, giving particulars of education, training and experience and also the names and addresses of two referees. Closing date October 18, 1980.

Middle School Education

Headships

SHEFFIELD (City of)

EDUCATION DEPARTMENT

GREYSTONES MIDDLE SCHOOL
Required for January, 1981, a HEAD TEACHER for this Group 5 school. This is a re-advertisement, previous applicants will be reconsidered and need not reapply.

Application forms are available from the Chief Education Officer, to whom they should be returned at the Education Offices, Leopold Street, Sheffield, S1 1RJ, by October 17, 1980.

Deputy Headships Senior Masters/ Mistresses

BRADFORD (City of)
METROPOLITAN COUNCIL

DIRECTORATE OF EDUCATIONAL SERVICES
ST. GEORGE R.C. SCHOOL

Required for January 1981, Second MASTER/MISTRESS (Group 7 plus SPA allowance) to be responsible for girls' WELFARE and discipline in this 9 to 13 mixed Middle School and to make a substantial contribution to its Management. Applications are sought from practising Catholic teachers who have wide experience across the curriculum.

Apply by letter to the Headteacher by Friday, October 17.

Candidates must state any known relationship to members or Senior Officers of the Council.
Ref. [illegible]

HARROW
EDUCATION COMMITTEE
WELLDON PARK MIDDLE SCHOOL
Wyvenhoe Road, South Harrow, Middlesex
Telephone: 01-422 4304
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEADTEACHER of this Group 5 Middle School (8 to 12 years) for January, 1981.
Apply by letter to the Headmaster by Friday, October 17.

By Subject Classification

English

Other Posts on Scale 2 and above

BEDFORDSHIRE
SOUTHERN AREA
BROOKLANDS MIDDLE SCHOOL
Brooklands Drive, Leighton Buzzard, Beds
Headmaster, M. P. Harris

Required for January, 1981, TEACHER to be responsible for organizing ENGLISH throughout the school.

We are seeking candidates who can effectively organise the work of specialist teachers in the 11 plus and 12 plus years and who can advise and support general class teachers in the 9 plus and 10 plus years.

Apart from specialist English teaching, some general class teaching will be required. Scale 3.

Further details and application forms obtainable from and returnable to the Headmaster.

Mathematics

Scale 1 Posts

LONDON, SW15

IBSTOCK PLACE SCHOOL,
Clarence Lane, Roehampton,
London SW15
(270 children aged three to 16)
This is the Demonstration School of the Froebel Education Institute. There is a vacancy in January, 1981, for a well-qualified MATHEMATICS SPECIALIST covering the age range eight up to "O" level. A sound knowledge of Modern Maths and the ability to advise other non-specialist teachers is needed.

Apply within the next eight days by letter to the Headmaster with curriculum vitae and names of two referees.

Modern Languages

Scale 1 Posts

SUFFOLK
HARRIS MIDDLE SCHOOL,
Church Road, Lowestoft
(10 to 13; 637 pupils)
Required January 1981: TEACHER (Scale 1) for FRENCH/GENERAL subjects.
Form and further details from Head Teacher at the school (stamped addressed envelope), to whom completed applications should be returned as soon as possible.

Physical Education

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
HARROLD PRIORY MIDDLE SCHOOL
The Green, Harrold, Bedfordshire
Telephone: Bedford 720316
Headmaster: Mr R. J. Smith
Required for January 1981, a TEACHER of BOYS' PE/GAMES, Scale 1. An ability to offer a second subject would be a distinct advantage. This is a temporary two-term appointment for the Spring and Summer terms 1981 in the first instance.
Application forms and further details from the Headmaster.

Science

Heads of Department

OXFORDSHIRE

COUNTY COUNCIL

BAYSWATER MIDDLE SCHOOL
Headington, Oxford

Group 6
Roll: [illegible]
Required for January, 1981, a HEAD of SCIENCE DEPARTMENT. Fully equipped laboratory and a good opportunity for an enterprising and energetic person to maintain a successful department. Scale 2 or 3 available for a teacher of appropriate experience and qualifications.

Letters of application naming two referees, please, to the Head Teacher, as soon as possible.

Technical Studies

Scale 1 Posts

MERTON
(London Borough of)
EDUCATION COMMITTEE
ALPHEA MIDDLE SCHOOL
Courtney Road, London SW17 2ED
Headteacher: Mr J. H. [illegible]
Telephone 01-542 5844
Age Range 9 to 13 years
Number on Roll: 430
Required from January, 1981, a Scale 1 TEACHER required for CRAFT with all year groups. Fully equipped workshop in Practical Block.
London Allowance £759. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: October 21, 1980.

Other than by Subject Classification

Other Posts on Scale 2 and above

BUCKINGHAMSHIRE
AYLESBURY VALE
HADDENHAM COUNTY MIDDLE SCHOOL
Near Aylesbury
Required January, TEACHER to take GENERAL SUBJECTS with a class of 11 year old pupils. Interest in resources and games an advantage. Scale 2/3 post available.
Removal and associated allowances are payable in accordance with the Council's scheme in approved cases. A housing allowance is also payable to married teachers unable to find immediate accommodation.
Application form (S.A.E.) from Education Officer, Exchange Street, Aylesbury, HP20 1UJ to be returned direct to Headteacher. Closing date 22nd October.

Scale 1 Posts

HARROW
EDUCATION COMMITTEE
EARLSMEAD F. & M. SCHOOL
Arundel Drive, South Harrow, Middlesex HA2 8PW
Telephone: 01-864 [illegible]
Required for January 1981 TEACHER for Middle School with an open plan team teaching approach.
An ability to be responsible for library and to offer a special interest and ability in social/environmental studies an advantage.
Application forms from and to be returned to Headteacher by 22nd October. Please enclose S.A.E.

HEREFORD AND WORCESTER

COUNTY COUNCIL

FRANKLEY
[illegible] MIDDLE SCHOOL
Wareham Road, Rubery,
Rednal, Birmingham, [illegible]

An experienced TEACHER, with the ability to advise staff in the organization of ENVIRONMENTAL STUDIES is required for January, 1981. Applicants should be experienced in the planning of integrated programmes of work for children of all abilities in a class-based situation. A Scale 2 post is available for a suitably qualified applicant.
Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e.

Secondary Education

Headships

WEST GLAMORGAN
CEFN HENGOED COMPREHENSIVE SCHOOL
Swansea
For details see displayed advertisement on page 52.

Deputy Headships Senior Masters/ Mistresses

AVON (County of)
NORTON HILL SCHOOL
Charlton Road, Midsomer Norton, Bath, BA3 4AD
(Roll 1,116 11 to 18 years Mixed —97 in Sixth Form).
Required as soon as possible a DEPUTY HEAD (Group 11) due to the appointment of the present holder to a Headship. It is expected that the precise role of the successful applicant will be agreed after appointment between the Head and Deputies depending on the particular interests of the person appointed. However, a major responsibility will be that of Girls' welfare and liaison with outside agencies.
Midsomer Norton is located on the edge of the Mendips 10 miles from Bath, 8 miles from Wells and 16 miles from Bristol. Full details of the school and the post can be obtained on receipt of a stamped addressed envelope. Letters of application together with names and addresses of two referees to be forwarded to the Headmaster.

BARNET
(London Borough of)
ORANGE HILL SENIOR HIGH SCHOOL
Abbots Road, Edgware, Middlesex
Telephone 01-959 3153
(Mixed Comprehensive: roll 868; Sixth Form 198; Group 11)
Required Easter 1981: DEPUTY HEADMASTER/HEADMISTRESS.
In approved cases, assistance may be given towards the payment of removal expenses and separation allowances. Assistance may also be sometimes possible with a limited amount of temporary housing, dependent upon availability. Priority will be given to teachers of certain shortage subjects.
Further details and application forms (S.A.E.) obtainable from (and returnable to) the Director of Educational Services, Town Hall, Friern Barnet, N.11.
Director of Educational Services.

DEVON
See block advertisement on page 57.

EAST SUSSEX
COUNTY COUNCIL
BEXHILL HIGH SCHOOL
Down Road, Bexhill TN39 4HT
Mixed comprehensive 11 to 16
1,170 on roll. Group 12
Headmaster: Mr. C. B. Evans, B.Sc.
DEPUTY HEADSHIP
Applications are invited for the post of Deputy Head of this school. The vacancy occurs from the start of the Summer term, 1981, and occurs due to promotion of present holder.
Further details and application forms may be obtained from the Headmaster at the school upon receipt of a self-addressed envelope.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SHEPWAY DIVISION
PENT VALLEY SCHOOL
Surrenden Road, Folkestone, Kent
(Non-selective mixed; 782 pupils aged 11 to 17)
Required for January 1981:
SENIOR MISTRESS/MASTER
(Group 10)
The Senior Mistress/Master has general responsibility for the Administrative and Pastoral aspects of the school.
The present holder is a member of the senior management team and supervises the welfare and discipline of the girls.
Applications by letter in the first instance to: The Headmaster at the School.

KINGSTON upon Thames
(Royal Borough of)
THE TUDOR SCHOOL
(Group 10)
Richmond Road, Kingston upon Thames, Surrey KT2 5PN
(Telephone 01-546 0270)
1,050 boys and girls on roll
Required from January 1981, a suitably qualified and experienced TEACHER for the post of SECOND MASTER/MISTRESS in this newly formed school. The work will involve a wide range of activities, but the main area of responsibility will relate to the pupils' welfare.
London Allowance £498. Assistance may be provided with removal expenses.
Application forms, and further details, obtainable from the Headmaster (S.A.E. please) to be returned to him immediately.

NEWHAM
(London Borough of)
STRATFORD SCHOOL
Upton Lane, Forest Gate, London E7 9PR
Head Teacher, Mr. A. C. Chamberlain, B.Sc., A.R.C.S.
(Number on roll, 1,160)
SENIOR MASTER/MISTRESS
Scale 2
Required January 1981 or as soon as possible:
SENIOR MASTER/MISTRESS required for this coeducational multicultural comprehensive school. The successful candidate will have a position of responsibility for the day to day running of the lower school (11 plus and 12 plus years) occupying a site less than half a mile from the main building.
London allowance £759.
Application forms and further particulars available from the undersigned, to whom completed forms should be returned by October 31, 1980.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

OXFORDSHIRE
COUNTY COUNCIL
HENRY BOX SCHOOL
Church Green, Witney, Oxon.
(mixed, 11 to 18 Comprehensive)
A DEPUTY HEADTEACHER (Group 11) is required for September, 1981 due to the retirement of the present Senior Mistress. The precise areas of responsibility will be negotiated with the successful candidate but will certainly include the role of Professional Tutor, co-ordination and extension of extra-curricular activities and responsibility for pupils with special needs (including the gifted). Ability to teach Mathematics or English will be advantageous.
Application should be made to the Headteacher, giving curriculum vitae, and names of two referees and enclosing an S.A.E. for further details of the school and the post. Closing date for applications is October 30th and interviews will be held towards the end of November.

REDBRIDGE
(London Borough of)
VALENTINES HIGH SCHOOL
Cranbrook Road, Gants Hill, Ilford IG2 6HX
Telephone: 01-554 3608
Head, Miss J. Thompson, M.A.
Applications are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEAD of this 11 to 18 mixed Group 11 comprehensive school. Further details of the post and the school and application forms are available from the Head at the School, to whom applications should be submitted as soon as possible.
The post will be available from the start of the Summer Term 1981 following the retirement of the present post holder.

SURREY
EDUCATION COMMITTEE
EPSOM HIGH SCHOOL
(12 to 18)
Required Summer Term 1981, suitably qualified experienced TEACHER for the post of SECOND MASTER/MISTRESS in this growing mixed comprehensive school. Group XI.
Further details and application forms from the Area Education Office. Telephone: Leatherhead 77901 ext. 33.

Remedial Posts

Heads of Department

HAVERING
(London Borough of)
ABBS CROSS SCHOOL
(Roll: 1,000 Co-Ed)
Abbs Cross Lane, Hornchurch, Essex
Tel. Hornchurch 40504
Head Teacher: D. J. Powney, M.A.
HEAD of REMEDIAL EDUCATION DEPARTMENT. Scale 3.
For further details please see our display advertisement under Secondary Vacancies.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
TEMPLE SECONDARY SCHOOL FOR BOYS
Brompton Farm Lane, Strood, Kent
(Roll 680)
Wanted for January 1981: HEAD of REMEDIAL DEPARTMENT (Scale 3). To be responsible for the organizing of remedial teaching in the school. The previous holder of the post taught a small remedial first year form for most of the week and also helped older pupils by extracting them from other lessons.
Applications should be made by letter to the Headmaster, giving details of experience, qualifications and names of two referees.

Other Posts on Scale 2 and above

EALING
(London Borough of)
EDUCATION SERVICE
FARADAY HIGH SCHOOL
Bromyard Avenue, Acton W3
Required as soon as possible, Unit for COMPENSATORY EDUCATION ASSISTANT, Scale 2. The successful applicant will have had experience with difficult adolescents and will have the ability to assume responsibility for and control small groups of adolescents particularly to free the Head of Unit for liaison with staff and small group work.
Interest in arts/crafts/technical/practical skills, behaviour modification and developing the resources bank would be an advantage but the essential qualities are an empathetic and capable personality.
London Allowance £600
Social Priority Allowance payable.
Application forms obtainable (S.A.E.) from the Headmaster at the school to be returned as soon as possible.

HUMBERSIDE
EDUCATION COMMITTEE

SCUNTHORPE DIVISION

SOUTH AXHOLME COMPREHENSIVE SCHOOL
Burnham Road, Epworth
Doncaster
(Roll 873)
Head Teacher: D. Lynch

Required for January 1981, or as soon as possible thereafter: Experienced TEACHER to join a well-established unit for E.S.N.(M.) pupils.
Scale 2 for a suitable applicant. Special School Allowance payable.
Application forms and further details obtainable from the Head Teacher at the school to whom completed forms should be returned no later than October 20, 1980 (S.A.E. please).

NORFOLK

COUNTY COUNCIL

EDUCATION DEPARTMENT

CENTRAL AREA

NOTRE DAME R.C.—V.A. HIGH SCHOOL
Surrey Street, Norwich NR1 3PB

Group 10 (900 on roll: 11 to 18 mixed)
January 1981
TEACHER in charge of REMEDIAL EDUCATION department. Initially Scale 2.
Ability to teach one of the following subjects would be an advantage: Mathematics, Needlework or boys' Technical Subjects.
Application forms and further details obtainable from the Headteacher on receipt of S.A.E. and should be returned to the school.

TAMESIDE

METROPOLITAN BOROUGH
EDUCATION DEPARTMENT

REMEDIAL READING SERVICE
ASSISTANT TEACHER
(Scale 2)

Applications are invited from suitably qualified and experienced TEACHERS who have an understanding of language development with a wide range of ages and abilities who would be able to advise classroom teachers. The successful candidate will in the first instance be working in the Dukinfield and Stalybridge areas of the Authority.
Car driver essential.

Application forms available from The Director of Education (Staffing Department), Education Offices, Town Hall, King Street, Dukinfield, Cheshire, to whom completed forms should be returned no later than October 20, 1980. Ref. TE.2438/TES.

WARWICKSHIRE
KENILWORTH SCHOOL
Leyes Lane
Kenilworth, CV8 2DA
Required January, 1981, experienced and well qualified TEACHER to lead and advise staff working with children who have learning problems. Scale 4.
This is a federal comprehensive school of 1,500 pupils, 12-18. Two halls on adjoining sites are each for 600 girls and boys (12-16), third is an advanced studies centre for 260 sixth form students.
Further details and application form available from the Principal at the school (S.A.E. please).

Scale 1 Posts

BARNET
(London Borough of)

HENDON SCHOOL
Golders Rise, Hendon NW4
Telephone: 01-202 [illegible]
Mixed Comprehensive. Roll 1,020. Sixth Form 120.
Required January, 1981, REMEDIAL TEACHER to share the work of remedial withdrawal in small, purpose-built unit. Real enthusiasm is sought and an interest in remedial mathematics would be an advantage. Scale 1.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances. Assistance may also be sometimes possible with a limited amount of temporary housing, dependent upon availability. Priority will be given to teachers of certain shortage subjects.
Apply in writing to Head Teacher with full curriculum vitae and names of two referees. S.A.E.
Director of Educational Services.

HARINGEY
(London Borough of)
WOOD GREEN SCHOOL
White Hart Lane, London N22 5QJ
(Mixed Comprehensive School on 1 site. Number on Roll 1,170)
Required for January 1981: TEACHER of HOME ECONOMICS and NEEDLECRAFT to join a team teaching Food and Textile Studies to years one to three and examination courses in Home Economics, Needlecraft and Child Care and Development to years four and five. Post at present part-time (0.8) but full-time might be considered.
Please apply by letter direct to the Headmaster, giving details of qualifications and experience and the names and addresses of two referees.
London Allowance (£759) payable.
Removal Expenses: 100 per cent allowed in approved cases.

LONDON, N.W.11
KING ALFRED SCHOOL
See Independent Schools REMEDIAL posts.

SURREY
EDUCATION COMMITTEE
BISHOP FOX SCHOOL
West Molesey (12 to 16)
REMEDIAL TEACHER (Scale 1). Principally ENGLISH, but some Junior MATHEMATICS. Full- or part-time — hours by arrangement with the Head.
Apply to the Head. Telephone: 01-979 [illegible].

WOLVERHAMPTON

BOROUGH COUNCIL

EDUCATION COMMITTEE

Required for January 1981:

VALLEY PARK SCHOOL

Headmaster:
B. L. Lee, BSc, MEd.

Scale 1 TEACHER to join the Basic Skills Department. An exciting opportunity to join a flourishing Department which provides a comprehensive, structured course in language and number for the least developed pupils.

The School is to be an 11 to 18 mixed comprehensive which is developing from a first-year-only intake in 1977 to an ultimate size of about 1,200 pupils.

Application forms available from the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 10 days of this advertisement. (S.A.E. please).

By Subject Classification

Art and Design

Heads of Department

HARINGEY
(London Borough of)
NORTHUMBERLAND PARKE MIXED COMPREHENSIVE SCHOOL
Trulock Road, Tottenham N17 0PG
Telephone: 01-801 0091
(Roll 1,100)
Required for January 1981: HEAD of ART (Scale 3).
The position offers the successful candidate the opportunity to work with an enthusiastic and committed staff in a thriving purpose-built Community School with fine facilities where general standards and a carefully structured pastoral system enjoy high priority.
The well-equipped department provides excellent facilities including textiles rooms, a pottery kiln and a photographic darkroom. A wide variety of courses involving the whole age and ability range is available to all pupils. A teacher is, therefore, required who has energy, imagination, organizing ability and expertise in the classroom.
Applicants wishing to visit the school are welcome to do so.
Removal expenses (100 per cent) allowed in approved cases.
Additional allowances payable: London (£759); Social Priority (£201/£276).

Application by letter to the Headmaster at the school as soon as possible.

Other Posts on Scale 2 and above

LONDON
Required January 1981
ARTS GRADUATE/ARTS TRAINED YOUTH WORKER to operate print studio and teach allied crafts.
Salary: JNC Scale 3, £5,886 to £7,218.
Applications by letter with c.v. and references to Mr R. B. Cullum, Executive Director, London Central YMCA, 112 Great Russell Street, London WC1B [illegible].

Scale 1 Posts

DEVON
See block advertisement on page 57.

HAMPSHIRE
THE JOHN HANSON SCHOOL
Croye Close, Andover SP10 3AB
(11 to 16 Mixed Comprehensive: Number on roll 1,040)
Required January 1, 1981: TEACHER of ART (Scale 1).
Letters of application, stating experience, together with curriculum vitae and the names and addresses of two referees to the Headmaster.

KNOWSLEY
(Metropolitan Borough of)
ST. EDMUND ARROWSMITH RC COMPREHENSIVE SCHOOL
Scotchbarn Lane, Whiston, Prescot, Merseyside, L35 7JD
(700 boys and girls, 11 to 18)
For January 1981: ART/POTTERY, Scale 1. Fully equipped room available.
For application form and further details send S.A.E. to Headmaster, to whom completed forms should be returned within 14 days.

OXFORDSHIRE

COUNTY COUNCIL

BARTHOLOMEW SCHOOL
Witney Road, Eynsham

Group 11, Roll 1,088

Required for January, 1981, a well-qualified TEACHER (Scale 1) to share in the work of a successful Art department. An interest in two dimensional design and printing would be an advantage, but applications from teachers with other specialisms will also be welcome.

Letters of application (no forms), including a curriculum vitae and the names of two referees, should be sent as soon as possible to the Headmaster, from whom further details are available.

MIDDLESEX
MAGNA CARTA SCHOOL
Thorpe Road, Staines, Middlesex.
(Comprehensive 12 to 16)
Roll: 1,200
Well qualified TEACHER of Art required for January. Scale 1. Contact Headmaster, Staines [illegible].

SANDWELL

(Metropolitan Borough of)

CHURCHFIELDS HIGH SCHOOL
(11 to 18 Comprehensive)

Required for January, 1981

ART—SCALE 1

Application forms and further details available from, and returnable to, Head Teacher, Church Vale, West Bromwich, West Midlands. Closing date October 31, 1980.

Sandwell council is an equal opportunity employer and vacancies are open to both sexes, all races and to registered disabled people.

WILTSHIRE
DEVIZES SCHOOL
(11 to 18 mixed comprehensive: 1,600 on roll)
Headmaster:
D. J. W. Williams, M.A.
Required for January 1981, a TEACHER of ART throughout the school up to C.S.E. and "O" level. An interest in fabric-printing would be an advantage and also a willingness to teach some remedial English and History. The appointment will in the first instance have to be temporary as a result of maternity leave.

Devizes School is a well-established comprehensive school serving the pleasant market-town of Devizes and the surrounding villages and is on an attractive single site of [illegible] acres of parkland. There is a Sixth Form of about 180.
Further details are available from the Headmaster, The Green, Devizes, to whom (please enclose S.A.E.), letters of application, including curriculum vitae and the names of two referees, should be sent as soon as possible.

Classics

Scale 1 Posts

KIRKLEES
METROPOLITAN COUNCIL
COLNE VALLEY HIGH SCHOOL
(Ref. 132a)
Gilroyd Lane, Linthwaite, Huddersfield HD7 5SL
Required for January 1981, a temporary TEACHER (Scale 1) to teach LATIN up to "O" level standard. The post will be for two terms only. Applicants are asked to state other subjects they can offer. Applications for part-time will be considered.
Letters of application to the Headmaster with names of two referees as soon as possible.

LONDON, S.E.22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, S.E.22
Required as soon as possible in the [illegible] GRADUATE to share in the teaching of CLASSICS throughout the school to Advanced and Scholarship Levels.
Salary London Burnham Scale [illegible].
Apply, with testimonials, [illegible] the names of two referees, to the Head Mistress.

Commercial Subjects

Scale 1 Posts

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses
Readvertisement
REDRUTH SCHOOL, Redruth, Cornwall
Tolgus Hill,
TR15 1TA
Group number 13
Number on roll 1,880
Sixth Form of 130
Headmaster, Mr. A. Parkes, B.Sc.
COMMERCIAL SUBJECTS
Required for January, 1981, TEACHER OF TYPEWRITING, [illegible] an established and well-equipped department.
This is an 11 to 18 mixed comprehensive School being [illegible] site on one campus.
Please apply by letter, including curriculum vitae, and names and addresses of two referees, to the Headmaster.
Closing date [illegible]

SECONDARY
continued

Domestic Subjects

Heads of Department

GLOUCESTERSHIRE
HUCCLECOTE SECONDARY SCHOOL
Churchdown Lane, Gloucester
Required for January 1981, HEAD of HOME ECONOMICS DEPARTMENT, Scale 2. Courses up to C.S.E./"O" level taken.
Applications by letter naming two referees to the Headmaster.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

ASHFORD DIVISION

HOMEWOOD SCHOOL
Tenterden (1,200 mixed)
(11 to 18)
HEAD OF CREATIVE STUDIES
(Scale 4)
Required in January or April a HEAD of CREATIVE STUDIES to co-ordinate the Home Economics, Art Fabric and Design Technology Departments, and with ability to teach across the whole Design Technology spectrum up to "A" level G.C.E. This is an established and well-equipped faculty in a pleasant rural comprehensive school in which Creative Studies are an integral part of the curriculum of all pupils. Vision, progressive thinking and management skills are looked for to lead this large team.
A full letter of application including vitae and naming two referees should be sent to the Headmaster at the school. Further information about the school will be sent on receipt of a stamped, addressed envelope.

Scale 1 Posts

BEXLEY
(London Borough)

SIDCUP SCHOOL FOR GIRLS
Alma Road, Sidcup,
Kent DA14 4ED
Telephone: 01-300 2031

Required for January 1981, a temporary TEACHER of HOME ECONOMICS (Scale 1), to share in the teaching of Cookery throughout the age and ability range. Courses lead to C.S.E. and "O" level examinations. The vacancy is due to maternity leave and is expected to last for two terms.
Requests for application forms, enclosing foolscap S.A.E. should be sent to the Headmistress.

BRENT
(London Borough of)
KINGSBURY HIGH (MIXED) SCHOOL
Princes Avenue, NW9 9JR
(Situated in very pleasant surroundings. Roll 1,770: 11 to 18)
Required from January:
Enthusiastic HOME ECONOMICS TEACHER able to teach the subject up to "O" level and willing to participate in Mode III Integrated Studies. Ability to offer Needlework would be an advantage. Scale 1.
London Allowance of £759 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

CALDERDALE
Metropolitan Borough Council
EDUCATION DEPARTMENT
TODMORDEN HIGH SCHOOL
Ewood Lane, Todmorden
(1,090 on roll)
Required for the period November 28, 1980 to August 31, 1981 for this 7 form entry co-educational comprehensive school, a TEMPORARY TEACHER of NEEDLEWORK (Scale 1).
Application forms and further details obtainable (on receipt of foolscap S.A.E.) from the Headteacher, to whom completed forms should be returned by October 29, 1980.

CROYDON
(London Borough of)

LADY EDRIDGE GIRLS' HIGH
Clifton Road
London SE25 6PY

Telephone: 01-771 1331/2

Tenable: As soon as possible

TEACHER of HOME ECONOMICS for this 14 to 18 girls' comprehensive school. Ability to teach Needlework an advantage but not essential. Telephone the school for further details.
Salary: Burnham Scale 1 with London Area Allowance.
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
Re-advertisement
Longfield C.E. Middle School
Longfield, Dartford
Group 7

HEAD TEACHER

required for January 1981 or as soon as possible. Further information and application forms from Divisional Education Officer, 66 London Road, Sevenoaks. **Please enclose S.A.E. Closing date 31st October, 1980.**

This is a readvertisement. Previous applicants will be reconsidered and need not re-apply.

KENT COUNTY COUNCIL

Diocese of London

HEAD TEACHER

GROUP 10
Church of England
Voluntary Aided High School

Applications are invited for the post of Head Teacher for this Mixed 12-18 C.E. Comprehensive High School which is to be established commencing September, 1981, in the premises of the present Twyford High School, Twyford Crescent, Acton W3 9PP. Applicants should be communicant members of the Church of England.
It is intended that the appointment will be made for April, 1981, or earlier if possible. The Governing body is being established and admissions to the school will be under new arrangements for September, 1981.
The school will admit 6 F.E. and will retain such of the present staff and pupils who opt to remain when the school is re-organised.
Inner London Allowance £759.
In appropriate cases, subject to conditions, assistance may be given with expenses incurred in moving to the area.
Application forms and further particulars are available from the undersigned, to whom they should be returned by 24th October, 1980.
The Director of Schools (Ealing Appointment), London Diocesan Board of Education, 48 Union Street, London, S.E.1.

Ealing LONDON BOROUGH
EDUCATION SERVICE

EALING
(London Borough of)
EDUCATION SERVICE
DRAYTON MANOR HIGH SCHOOL
Drayton Bridge Road, Hanwell, London, W.7
Required for the Spring Term 1981, a TEACHER of H.E./NEEDLEWORK in this mixed High School (12 to 19 years).
The department, which runs C.S.E., "O" and "A" level courses, is well established in a new Arts Craft centre.
London Weighting £759.
Please apply by letter (no forms) to the Headmaster at the School, enclosing a full statement of qualifications, career and names of two referees (S.A.E.).

ENFIELD
(London Borough of)
ALBANY SCHOOL
Bell Lane, Enfield, Middlesex
(Eight-form mixed Comprehensive; roll 1,250)
Required for January 1981: an enthusiastic TEACHER of HOME ECONOMICS FASHION and TEXTILES (Scale 1) to be responsible for the teaching of both these subjects in a successful department with excellent facilities. Both subjects are taught to C.S.E., "O" and "A" levels.
London Allowance payable (£498 per annum).
Consideration given to assistance with removal and relocation costs, temporary housing and two homes' allowance.
Application forms (stamped addressed foolscap envelope) obtainable from the Head Teacher to whom they should be returned as soon as possible.

HARROW
EDUCATION COMMITTEE
PARK HIGH SCHOOL
Thistlecroft Gardens, Stanmore, Middlesex
Tel. 01-952 2803/1379
HOME ECONOMICS with a special interest in Cookery, required as soon as possible during the Maternity Leave of the present teacher. Scale 2 is available for a candidate with appropriate qualifications and experience to be responsible for Cookery and Nutrition within the Home Economics Department.
Applications would also be welcomed from recently qualified teachers. The Department offers a wide range of courses in excellent accommodation. Park High is an eight-form entry Co-educational Comprehensive High School (12-16 years) situated in a pleasant residential area.
Post open to men and women.
Application forms from and to be returned to the Headmaster by October 23 1980.
Please enclose stamped addressed envelope.

HAVERING
(London Borough of)
BEDFORDS PARK SCHOOL
(Roll: 1,160 Co-Ed)
Appleby Drive, Romford RM3 7RJ
Tel. Ingrebourne 71331
Head Teacher: R. J. Bracken, B.A.
S.P.A. Allowance £201-£276 p.a. payable
TEMPORARY HOME ECONOMICS. Scale 1.
For further details please see our display advertisement under Secondary Vacancies.

HILLINGDON
(London Borough of)
EVELYNS SCHOOL
Appletree Avenue, Yiewsley
West Drayton, Middlesex
UB7 8DA
(Number on roll [illegible],
41 in sixth form)
Required for January 1981, a TEACHER (Scale 1) for HOME ECONOMICS and NEEDLEWORK. The ability to teach Parentcraft would be welcomed. The school is well equipped with three Home Economics and two Needlework rooms.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
London Allowance Payable.

STATES OF JERSEY
EDUCATION COMMITTEE
LE ROCQUIER SCHOOL
Co-educational
Age range 11-16
Roll 760
Required for January 1981, TEACHER Scale 1 NEEDLEWORK with a Home Economics Department.
Further information and application forms available from Director of Education, Box 142, Highlands, St Saviour. Phone 0534 71065 ext. 261.
Closing date 25th October.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
ST. ANSELM'S CATHOLIC COMPREHENSIVE SCHOOL
Canterbury
Headmaster: I. G. Beard, B.A.
Required for January 1981, a qualified TEACHER for HOME ECONOMICS.
This is a five-form entry 11-18 developing Comprehensive, Mixed School.
Further details and application forms from the school in Old Dover Road, Canterbury. ([illegible]).

LIVERPOOL
ASSISTANT SCALE 1 HOME ECONOMICS
STANLEY PARK COMPREHENSIVE SCHOOL (GIRLS)
Priory Road, Liverpool L4 2SL
Required for January.
Must be suitably qualified in Food and Nutrition.
Courses are offered to C.S.E. "O" and "A" Levels together with non examination courses.
Forms available from (S.A.E.) and returnable to the Head Teacher by 20th October.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
Application forms for the following high school appointment are available on receipt of a S.A.E. from the Head Teacher to whom they should be returned as soon as possible:
WHITLEY BAY HIGH SCHOOL
Deneholm, Whitley Bay, NE25 9AS
Head Teacher:
Mr. J. P. H. Dwyer, J.P., M.A.
Required for 1st January, 1981: Scale 1 TEACHER of HOME ECONOMICS, preferably with an interest in Needlework, in this 13 to 18 comprehensive high school.

CITY OF SALFORD
EDUCATION DEPARTMENT
THE CHURCH OF ENGLAND HIGH SCHOOL
Northfleet Road, Peel Green, Eccles, Manchester
Telephone: 061 789 5550/4729
11 to 16 years mixed
Comprehensive
(615 on roll, 4 form entry)
Required from January 1, 1981:
TEACHER, HOME ECONOMICS and/or LOWER SCHOOL SCIENCE, Scale 1.
A well qualified teacher is sought with the ability to teach one of the above subjects or a combination of both. Excellent facilities in small school set in pleasant surroundings.
Forms of application and further details are obtainable from the Headteacher of the school on receipt of a stamped addressed envelope.
Completed application forms should be returned to the school as soon as possible.

SOLIHULL
EDUCATION COMMITTEE
PARK HALL SCHOOL
Water Orton Road,
Castle Bromwich, Birmingham [illegible]
(11 to 18 mixed Comprehensive: 1,480 on roll)
Required from October, 1980:
TEACHER OF HOME ECONOMICS (Scale 1)
This is a full-time temporary appointment to cover absence of regular member of staff on maternity leave.
Apply by letter to the Headmaster giving brief curriculum vitae and the names of two referees (S.A.E., please).

WALTHAM FOREST
(London Borough of)
The borough is within easy reach of Central London and bordered by Epping Forest. London Addition is payable.
Required for January, 1981:
CONNAUGHT HIGH SCHOOL
Connaught Road, Leytonstone, London, E11 4AB
Head Teacher:
Mrs. P. B. Browne
ASSISTANT TEACHER FOR HOME ECONOMICS
Scale 1 plus S.P.S. Allowance required in this Comprehensive Girls' High School for pupils aged 11-14 years (540 on roll).
A member of staff (M/F) is sought to work in an enthusiastic team of three—mainly cookery, though some needlework if desired. Own fully equipped room. Domestic Science ancillary help. Fully furnished flat for use in teaching.
Application form and further details available on receipt of s.a.e. from Head Teacher.

WILTSHIRE
WALCOT SECONDARY SCHOOL
Sadler Walk, Swindon SN3 3AQ
Headmaster: A. D. Bell, B.A.
Required January 1981:
TEACHER, Scale 1, for HOME ECONOMICS in this Mixed Comprehensive School of 400 pupils, aged 11-14 years. Please state any subsidiary subject(s) offered.
Letter of application, together with curriculum vitae to the Headmaster. S.A.E. please.

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for January 1981:
MORETON SCHOOL
HOME ECONOMICS
Scale 1. Newly trained or experienced TEACHER required for this community comprehensive school. Ability to teach Needlework and/or interest in Child Care would be an advantage but is not essential.
This developing 11-18 school opened in 1976 is purpose-built as a community comprehensive school occupying a site overlooking much of the countryside.
Application forms available from the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton, WV1 1RR, to whom they should be returned within 10 days of this advertisement (s.a.e. please).

Economics

Heads of Department

DAVIES'S COLLEGE
41 Cromwell Road
Hove BN3 3ER
Principal
R. [illegible], M.A., B.Sc.
(An Independent College of Further Education)

HEAD OF ECONOMICS

This post falls vacant on January 1, 1981, following the promotion of the present holder to the post of Vice-Principal in the college.
Applications are invited from qualified graduate teachers with several years' good teaching experience.
Davies's salary Scale II or III (£4,673 to £6,900 or £5,629 to £7,608).
D.E.S. Teachers' Superannuation Scheme.
Letters of application should include a full curriculum vitae and the names, addresses and telephone numbers of three academic referees, and must be received before October 16.

Scale 1 Posts

DERBYSHIRE

SHIREBROOK SCHOOL
Common Lane, Shirebrook
Mansfield Notts NG20 [illegible]

(10-form entry: number on roll 1,600, mixed comprehensive).

Required for January 1981, a TEACHER of ECONOMICS to "A" level and ACCOUNTS to "O" level. Please state further subjects offered.
Applications by letter, with S.A.E. and details of two referees, to the Headmaster of the school immediately.

DORSET
ST. PETER'S SCHOOL
St. Catherine's Road, Bournemouth
(mixed 11 to 18 R.C. comprehensive school, 1,500 pupils including 300 in the Sixth Form)
Required for January 1981, TEACHER for ECONOMICS to join a large, well-established department mainly committed to Sixth Form work. Scale 1. Assistance with removal and legal expenses...
Please apply by letter enclosing curriculum vitae and the names of two referees to the Headmaster. S.A.E. please for acknowledgement.

English

Heads of Department

ESSEX
CHELMER VALLEY HIGH SCHOOL
(Roll 1,260 including 147 in Sixth Form)
Court Road, Broomfield, Chelmsford
Telephone: 0245 440232
HEAD OF ENGLISH DEPARTMENT
(Scale 4)
Required January. Well-qualified and experienced teacher to lead specialist team teaching all ages to Oxbridge entry. Strong, successful department. Good facilities.
Curriculum vitae and names of referees to the Head Teacher (foolscap S.A.E. please).

HAMPSHIRE
ST. ANNE'S SCHOOL
St. Anne's Grove, Fareham
(11 to 16 mixed comprehensive, 1,037 on roll)
Required January:
HEAD of ENGLISH (Scale 4).
Send curriculum vitae, names/addresses of two educational referees and S.A.E. to Headmistress.

Leicestershire

OADBY, BEAUCHAMP COLLEGE

PRINCIPAL

Group 13 (plus allowance of £1,664)

PRINCIPAL required April, 1981, for this well-established co-educational Upper School and Community College of 1,258 pupils. The post offers excellent opportunities for someone with vision and energy, a concern for the educational needs of the individual student, and appropriate secondary school experience at a senior level. Vacancy on retirement.

Details on request (S.A.E.)

Apply (no forms), with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF, by 22nd October, 1980.

The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable (£498 per annum).

Required for 1st January, 1981, or as soon as possible thereafter.

Heathcote High School

Normanton Park, Chingford, E4 8ES
Head Teacher: Mr. K. A. Rose, B.A.

Second Master/Mistress

Scale Group 9

£9,576-£10,623 required in this Mixed High School for pupils aged 11-14 years (750 on roll).
A qualified and experienced teacher required to be part of the management team with particular responsibility for Girls' welfare and discipline. Post vacant due to promotion of previous post holder.
Application form and further details available on receipt of s.a.e. from **Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.**

Waltham Forest

NORTH YORKSHIRE
COUNTY COUNCIL

UPPER NIDDERDALE HIGH SCHOOL
Pateley Bridge (Group 6)

Applications are invited from suitably qualified men and women for appointment as

HEAD

of this co-educational comprehensive school for pupils aged 11-16. There are approximately 350 pupils on roll. The post falls vacant on the appointment of the present holder to another Headship within the Authority, and the appointment to Upper Nidderdale High School will take effect from 27 April, 1981.

The school was recently transferred to new purpose-built premises on an attractive site close to the market town of Pateley Bridge.

Further details and application forms (to be returned by 27 October 1980), may be obtained on receipt of a stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northallerton DL7 8AE.

WILSON'S SCHOOL

Mollison Drive,
Wallington, Surrey
(London Borough of Sutton)

Required at this Voluntary Aided School for 725 boys by Monday October 20, an Economist to take a full share in Sixth Form teaching to "A" and "S" level.

The School has an intake of strong academic ability with a Sixth Form of 128, all taking "A" level examinations. Competence to teach Geography and/or History as subsidiary subjects to "O" level standard would be welcomed together with an interest in outside activities. The School moved into new buildings five years ago on the edge of the Green Belt and the Foundation has provided the most generous up-to-date facilities.

Application to the Headmaster at the School with curriculum vitae and the names of two persons to whom reference may be made.

SECONDARY
English
continued

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
SOUTH AXHOLME COMPREHENSIVE SCHOOL
Burnham Road, Epworth
Doncaster
Head Teacher, B. Lynch
Number on roll, 873

Required for January, 1981, HEAD of ENGLISH, carts on a Senior Teacher Scale, at this 11 to 16 Comprehensive School situated in a pleasant rural area.

Application forms and further details obtainable from the Head Teacher at the school, to whom completed forms should be returned no later than October 20, 1980 (f.s.a.e. please).

LONDON, E.1
RAINE'S FOUNDATION SCHOOL
Arbour Square
(Voluntary Aided, C. of E. Mixed)
Required, preferably in January, HEAD of ENGLISH DEPARTMENT (Scale 4) plus Inner London Allowance in this Voluntary Aided Church of England Mixed School (6-form entry. Sixth Form of 160). This key post requires a breadth of interest and experience extending from remedial work to large "A" level groups. Many extra-curricular activities.
Write or telephone for full details to the Headmaster (01-790 1066).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
DUKERIES COMPREHENSIVE SCHOOL
Whitney Lane, New Ollerton, Newark, Notts NG22 9TD.
Headmaster: Mr. J. E. West, C.B.E., M.A., F.R.S.A.
Mixed: 1,270 (11-18)
For January: dynamic HEAD of ENGLISH (Scale 4) in this well-established School.
Candidates must have wide, tested success across Comprehensive needs with determination to lead and enhance the professional capacity of an eager team.
Strong pastoral and extra-curricular activity desirable in S.P.A. context.
S.P.A. payable.
Further details available (S.A.E.) from the Head Teacher.
Applications (no forms) to the Headmaster, with names of two referees, by 17th October, 1980.

This Outer London Borough is situated on the eastern side of Central London, on the fringe of the Green Belt. There is easy access to London.
Unless otherwise stated:
All vacancies take effect from January, 1981.
Closing date is 14 days from the appearance of this advertisement. For all Secondary School posts, letters of application should be sent to the Headteacher concerned, giving full curriculum vitae and quoting two referees.
Applications requiring acknowledgement, requests for forms and further details should be accompanied by a stamped addressed envelope.
There is a scheme for removal expenses—details on request.

SECONDARY SCHOOLS

ABBS CROSS SCHOOL (Roll 1,000 Co. Ed.)
Abbs Cross Lane, Hornchurch, Essex.
Telephone: Hornchurch 40304.
Headteacher: D. J. Powney, M.A.

HEAD OF REMEDIAL EDUCATION DEPARTMENT

Scale 3.
An experienced teacher to take charge of this well-structured department. Pupils are taught in small groups and on a withdrawal basis. Knowledge of testing techniques and appreciation of a variety of learning difficulties is essential.

HEAD OF CHEMISTRY

Scale 3.
Graduate to act as second in the Science Department as well as taking direct responsibility for organisation of the Chemistry Section. There is a strong tradition of 'A', 'O' and CSE teaching in the separate Sciences with Integrated Science being taught in mixed ability groups in the Lower School. Well equipped laboratories and good technical assistance.

BEDFORDS PARK SCHOOL (Roll 1,169 Co. Ed.)
Appleby Drive, Romford RM3 7SJ.
Telephone: Ingrebourne 71331.
Headteacher: R. J. Bracken, B.A.
S.P.A. Allowance £201/£276 p.a. payable.

TEMPORARY HOME ECONOMICS

Scale 1.
Required November, 1980, mainly to teach Cookery during the maternity leave of absence of the present postholder.

EMERSON PARK SCHOOL (Roll 1,050 Co. Ed.
Sixth Form 165)
Wych Elm Road, Winglaye Lane, Hornchurch, Essex.
Telephone: Hornchurch 43773.
Headteacher: J. A. Fowler, M.A.

FRENCH

Scale 1/2.
To teach to CSE and 'O' level—possibly 'A' level in future. Lively department—language laboratory and audio-visual aids are widely used. Part-time appointment considered.

FOREST LODGE SCHOOL (Roll 1,398 Co. Ed.)
Lodge Lane, Romford, Essex.
Telephone: Romford 46412.
Headteacher: K. D. Barnes, B.A.

HEAD OF PHYSICS

Scale 3.
Within a large successful Science department located in well-equipped laboratories. Physics courses are well established to CSE, 'O' and 'A' level.

MARSHALLS PARK SCHOOL (Roll 1,400 Co. Ed.
Sixth Form 85)
Havering Drive, Romford, Essex.
Telephone: Romford 24134.
Headteacher: T. B. Coomer, B.Sc.

TEMPORARY GIRLS' P.E.

Scale 1.
Required during the maternity leave of absence of the present postholder.

SACRED HEART OF MARY GIRLS SCHOOL
(Roll 578),
St. Mary's Lane, Upminster, Essex.
Telephone: Upminster 22860.
Headteacher: Sister St. Espril, M.A.

Havering

PHYSICS

Scale 2.
To teach 'O' and 'A' level, with Nuffield Combined Science in the Lower School.

NORTH WALES
PENRHOS COLLEGE
See Independent Schools
ENGLISH

MERTON
(London Borough of)
EDUCATION COMMITTEE
RAYNES PARK HIGH SCHOOL
Bushey Road, London SW20 0JL
Head Teacher, Mr J. D. Mussey, BSc
Telephone: 01-946 4112
Age range: 13 to 18 years
Roll: 739
Required for January, or possibly April, 1981, a HEAD of ENGLISH DEPARTMENT, Scale IV.
The post falls vacant due to promotion.
The department has an excellent record of success at all levels of examination. CSE, "O" level, CEE and "A" level. Applications should be returned as soon as possible.
London Allowance £759. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a SAE.
Closing date: October 21, 1980.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
CHRIST THE KING SCHOOL
(11 to 18 Mixed Comprehensive: 140 in Sixth Form)
Southport, Merseyside PR8 4EN
HEAD of ENGLISH DEPARTMENT (Scale 4) required for January, 1981 to organize teaching of English to CSE "O" and "A" levels.
Application forms and further details are available on receipt of a S.A.E. from the Headteacher of the School.
Closing date: October 20, 1980.

SUFFOLK
ST. BENEDICT'S R.C. UPPER SCHOOL
Beeton's Way, Bury St. Edmunds Suffolk
(Mixed Comprehensive 13 to 18: 500 on roll)
Required for January 1981, HEAD of ENGLISH DEPARTMENT (Scale 4). Well-established courses to C.S.E., C.E.E., "O" and "A" level.
Forms and further details available from Head Teacher at the school (S.A.E. please).

WALSALL
(Metropolitan Borough of)
FRANK F. HARRISON COMPREHENSIVE SCHOOL
Leamore Lane, Walsall, W. Midlands
HEAD OF ENGLISH
(Senior Teacher Scale)
A well-qualified and experienced TEACHER is required for January 1, 1981, to lead the English Department at this eight-form entry comprehensive school and community centre.
Letters of application with curriculum vitae should be sent to the Headmaster, Mr D. A. Houtonstall, at the school as soon as possible.

WILTSHIRE
BRADON FOREST SCHOOL
Purton, near Swindon
(Comprehensive, co-educational: 11 to 16: 750 on roll and numbers remaining constant for the foreseeable future)
A vacancy exists for the beginning of the Summer term 1981 for a HEAD of ENGLISH (Scale 4) following the promotion of the present holder to a senior post. Applicants should be good graduates with appropriate comprehensive experience. An imaginative, enthusiastic teacher is required to lead a lively, young team. The department includes a well-established library and resources centre.
The school, which is modern, serves a rural catchment area of the Wiltshire/Gloucestershire Cotswolds.
Letters of application, giving a curriculum vitae and including the names of two referees, should be sent as soon as possible to the Headmaster.
Further information will be forwarded on receipt of a stamped, addressed foolscap envelope.

Other Posts on Scale 2 and above

BRADFORD (City of)
METROPOLITAN COUNCIL
THORNTON UPPER SCHOOL
Required, for January 1981: a TEACHER to be SECOND in the ENGLISH Department (Scale 3). Courses are well established to C.S.E., "A", "O" 16-plus and C.S.E. levels and the successful candidate would be expected to take a full share in the teaching at each of the levels. The post requires an enthusiastic, well-qualified (good honours graduate preferred) teacher who has successful experience of all ages and levels of ability, including the Sixth Form. A keen interest in extra-curricular activities would be an added recommendation.
Application forms and further details may be obtained from the Head Teacher, Thornton Upper School, Leaventhorpe Lane, Thornton, Bradford BD13 3BH (S.A.E. please) to whom completed forms should be returned by October 22, 1980. Reference ET 5.3270/TES.

CUMBRIA
COUNTY COUNCIL
TRINITY SCHOOL
Carlisle
(Voluntary Controlled Mixed Comprehensive 11 to 18 years 1,600 on roll)
Required for January 1981, a TEACHER to take charge of DRAMA within the English Department, Scale 3. Drama is taught to "O" and C.S.E. levels and the school has a strong tradition of public performances.
Further details and application forms from the Head. Closing date 17th October, 1980.

EALING
London Borough
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex
Ten form entry co-educational high school
Required for January, 1981, (Scale 3) SECOND in the ENGLISH department, with particular responsibility for the development of the Library. The department is a large one with an interest in the full range of courses, including "A" level, "O" level, C.S.E. and C.E.E. and City and Guilds. A teacher with energy, imagination and initiative is required for this important post (Apply to the Head stating particular interests etc.).
London Allowance £759.
Application forms from the Head at the School (S.A.E.) returnable to the school.

ESSEX
HELENA ROMANES SCHOOL
(Roll 1,300)
Parsonage Downs, Great Dunmow
Telephone: Great Dunmow 2560
ENGLISH TEACHER, Scale 3
Required January, experienced English teacher, second in specialist department, teaching to Oxbridge entry. English suite, good libraries. Rural school, midway London-Cambridge.
THE NOTLEY HIGH SCHOOL
(Roll 1,134)
Notley Road, Braintree
Telephone: Braintree 23601
ENGLISH TEACHER—LIBRARIAN
Scale 3
Required immediately, English Graduate with successful experience to teach at all levels and take responsibility for school library.
For both posts, curriculum vitae and names of referees to the Head Teacher concerned (foolscap S.A.E. please).

HERTFORDSHIRE
WATFORD BOYS GRAMMAR SCHOOL
Rickmansworth Road, Watford
Roll: 1,050 boys: 280 in Sixth Form
Required January, well qualified GRADUATE to teach ENGLISH, with a particular interest in Drama, for which there are outstanding opportunities in purpose built theatre. Scale post available for experienced candidate plus London fringe allowance £215, together with possibility of relocation expenses. Euston 17 minutes, very pleasant conditions on edge of open country.
Apply to Headmaster giving full details of qualifications and interests together with names of two referees.

REDBRIDGE
(London Borough of)
WOODBRIDGE HIGH SCHOOL
St Barnabas Road, Woodford Green, IG8 7DQ
Telephone: 01-504 0618
Head: A.C.R. Duke, M.A.
A suitably qualified TEACHER of ENGLISH is required to join this 11-18 mixed comprehensive in January 1981. The teaching commitment would be split between Remedial work and mainstream English courses up to C.S.E. and "O" Level. Remedial sets are small and mainly organised on an extraction basis. Scale 2 post available for person of suitable experience. Outer London Allowance of £318 payable.
Please apply by letter to the Head at the school giving details of age, education, qualifications and experience and the names and addresses of two referees.

SURREY
GEORGE ABBOT SCHOOL
Guildford
(1,610: 12 to 18 mixed comprehensive; 315 in Sixth Form)
ENGLISH SPECIALIST (Scale 3) required, in January if possible, to be second in charge of a large, strong department offering a full range of courses up to "Advanced level" and Oxbridge entrance examinations.
Please write without delay to the Headmaster, George Abbot School, Woodruff Avenue, Burpham, Guildford, Surrey, giving details of experience and names of referees.

WILTSHIRE
DURRINGTON COMPREHENSIVE SCHOOL
Durrington, Salisbury SP4 8HN
N.O.R. 950. Co-educational, 11-18. Group 10.
Required for January, 1981, TEACHER of ENGLISH, Scale 1, to share the work throughout the School, including C.S.E. and "O" Level.
Further details and Application Form by return of post from Headmaster (S.A.E.).

Scale 1 Posts

BARKING AND DAGENHAM
(London Borough of)
PARSLOES MANOR COMPREHENSIVE SCHOOL
(Roll 1,262)
Parsloes Avenue, Dagenham, Essex
Required for January 1981: ENGLISH/A GRADUATE TEACHER to teach English in the Upper Part of this nine-form entry, Mixed 11 to 18 Comprehensive School. Candidates must be able to teach C.S.E. and "O" level. Scale 1 or 2 post available, depending upon experience, plus London Addition (£759 per annum) and Social Priority Schools Allowance (£201 per annum).
Reimbursement of removal expenses in approved cases.
Application forms available (stamped addressed envelope) from the Head Teacher, returnable by October 22, 1980.

BEDFORDSHIRE
SOUTHERN AREA
ICKNIELD HIGH SCHOOL
Riddy Lane, Luton
Headmaster: Mr. A. R. Hoods B.A.
Required for January 1981, temporary for two terms, TEACHER of ENGLISH, to "O" level.
Scale 1.
Further details and application form obtainable from, and returnable to, the Headmaster. (S.A.E. please.)

DEVON
See block advertisement on page 37.

ENFIELD
(London Borough of)
SOUTHGATE SCHOOL
Sussex Way, Cockfosters, Herts. EN4 0BL
Roll 1,480
Required for January, 1981, TEACHER of ENGLISH for classes up to "O" level.
Graduate preferred. (Scale 1.)
This is a temporary appointment to cover maternity leave.
London Allowance payable £498 per annum.
Application forms (stamped addressed foolscap envelope) obtainable from the Head Teacher to whom they should be returned as soon as possible.

HAMPSHIRE
FORT HILL SCHOOL
Kenilworth Road, Winklebury, Basingstoke RG23 8JQ
A new school, 11 to 16 years, with sixth-form entry, built on the site of an Iron Age Camp and developing as a Community School.
Required January 1, 1981: TEACHER of English (Scale 1). Well qualified to teach C.S.E., G.C.E. "O" level.
Application forms and further details from the Headmaster (Tel. No. 51511). S.A.E. required.

HAMPSHIRE
HAMBLE SCHOOL
Satchell Lane, Hamble SO3 5NE
11 to 16 comprehensive mixed
800 on roll
ENGLISH (C.S.E. and "O" level) and some DRAMA
Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to Headteacher.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
HEMEL HEMPSTEAD SCHOOL
Heath Lane, Hemel Hempstead
(952: mixed: 174 in sixth form)
ENGLISH TEACHER, Scale 1, required for January, 1981, or later. The successful candidate should be able to teach up to and including Oxbridge award level.
Candidate should have considerable drama experience as actor producer and should be willing to promote dramatic activities in the school.
Prospectus and further information from the Headmaster. Please apply in writing (no forms) as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTFORDSHIRE DIVISION
TURNFORD SCHOOL
Mill Lane, Cheshunt,
Hertfordshire EN8 0JU
(860 mixed: 70 in Sixth Form: all-ability)
GRADUATE to teach ENGLISH to C.S.E., "O" and "A" level.
Scale 1.
This is a lively, active and successful department of specialists, working as a team inside and outside the curriculum. The department is well-stocked with extensive and well-organized resources. The school has its own Librarian and reprographic facilities.
Interest in Games or Music welcome.
School in pleasant surroundings and with excellent facilities. Outer Fringe Allowance, London 30 minutes by train. Apply to the Headmaster with full details (no forms) naming two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
ROTHELAWE SCHOOL
Jemmett Road Ashford
(Roll 730: mixed)
Required for January, 1981: ENGLISH, Scale 1.
Here is an opportunity to join the staff of a sensibly sized school and work with a friendly and supportive staff.

LANCASHIRE
BURY GRAMMAR SCHOOL (GIRLS)
Bridge Road, Bury
Lancashire BL9 0HH
(Ex-Direct Grant School, becoming Independent: Main School 600; Sixth Form 170)
Required in January: an ENGLISH GRADUATE (Scale 1) to teach ENGLISH throughout the school to University Scholarship level.
It is possible that there will be a Scale 3 post available for an experienced teacher later in the year, but beginners are also invited to apply and offers of temporary and/or part-time help will be considered.

LONDON
MARIA FIDELIS CONVENT SCHOOL
34 Phoenix Road, London NW1 1TA
Telephone: 01-387 3856
A five-form entry Comprehensive School for Girls on two sites.
Required for January 1981, initially for two terms only (due to promotion of present teacher), but with the possibility of a permanent appointment becoming available. A well-qualified TEACHER of ENGLISH.
The classes to be taught range from mixed ability in the First Year to an "O" level group in the Fifth Year.
Sixth Form work might be available for an experienced teacher.
Preference is given to practising Catholics.
Please write or telephone for an application form to the Headmistress.

NEWHAM
(London Borough of)
BRAMPTON MANOR SCHOOL
Roman Road, London E6 3SQ
Head Teacher: Mr D. Williams, M.A.
Number on Roll: 1,500
TEACHER of ENGLISH, Scale 1.
Required January, ENGLISH TEACHER to join a department 14 strong. Some "A" level work may be available for a suitable candidate.
London allowance £759.
Application forms/further particulars available from the Head Teacher, to whom completed forms should be returned by October 31 1980.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NORTHUMBERLAND
COUNTY COUNCIL
PRUDHOE COUNTY HIGH SCHOOL
Moor Road, Prudhoe NE42 5LJ
(Group 11. 13 to 18 Comprehensive High School
765 pupils including 100 in Sixth Form)
Required from January 1, 1981, TEACHER of ENGLISH (Scale 1). A suitably qualified and experienced graduate teacher who will be required to teach the subject across the complete age and ability range.
Removal expenses and lodging allowance payable in approved cases.
Application forms obtainable by sending a foolscap S.A.E. to the Head Teacher, returnable by October 24, 1980.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
BECKET R.C. COMPREHENSIVE SCHOOL
Ruddington Lane, Wilford, Nottingham.
Headmaster: T. Dillon, B.A.
Mixed: 937 (11-18)
For January, TEACHER (Scale 1) of ENGLISH to teach through ability range up to and including "A" level.
Ability to assist with school (Classics an advantage).
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDRINDOD HIGH SCHOOL
Llandrindod Wells
Required for January 1, 1981, TEACHER of ENGLISH with the teaching of the to C.S.E. level.
An interest in Drama
Scale 1 (Reference 33).
Application forms and particulars obtainable from the Headmaster, to whom forms should be returned as soon as possible.

REDBRIDGE
(London Borough of)
WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford
IG8 7DQ
A suitably qualified TEACHER of ENGLISH is required to 11 to 18 mixed comprehensive January, 1981.
For further details please see under Secondary English, Scale 2 and above.

REDBRIDGE
(London Borough of)
ILFORD COUNTY HIGH SCHOOL FOR BOYS
Fremantle Road, Barkingside, Ilford, Essex IG6 2JB
Telephone: 01-550 2361
Head: J. A. Evans, B.A.
Required for January, 1981, or soon as possible thereafter, ably qualified GRADUATE FRENCH and ENGLISH, selective boys' grammar Scale 1 with Outer London ance payable.
Please apply by letter Head at the School as soon as possible giving details of age, tion, qualifications and (if any) and the names addresses of two referees.

SHROPSHIRE
EDUCATION COMMITTEE
BRIDGNORTH OLDBURY
11 to 18 Comprehensive
Oldbury Wells, Bridgnorth, Shropshire
TEACHER for ENGLISH in remedial work with an advantage but not essential.
Application form and details from Head (S.A.E.)

WALTHAM FOREST
(London Borough of)
The borough is within of Central London and Epping Forest. London payable.
Required for January, 1981
WALTHAMSTOW SENIOR HIGH SCHOOL
Church Hill, London, E17
Head Teacher:
Mrs. R. M. Beaumont, B.A.
TEACHER OF ENGLISH required in this Girls' School for pupils aged 14-18 (800 on roll).
A Graduate is sought to take the teaching of English levels. There is a large and a flourishing "A" course.
Application form and further details available on receipt from Head Teacher.
Closing date: October

WILTSHIRE
LAVINGTON SCHOOL
Market Lavington, Devizes
(Mixed Comprehensive 11
600 on roll)
Required for January, 1981
ENGLISH GRADUATE to subject at all levels through school, including C.S.E. and "O" level.
S.A.E. for application further particulars from the master.

Geography

Heads of Department

WEST SUSSEX
MIDHURST GRAMMAR SCHOOL
North Street, Midhurst
(Group 12)
Required January, 1981, fied, experienced TEACHER 3) to take charge of GEOGRAPHY DEPARTMENT. Schools Council 14-18 labus essential. logy an advantage.
Apply to Headmaster giving names and address referees.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Closing date for receipt of applications is October, 1980.
Application by letter should be made to the head teacher of the school concerned and should include full details of qualifications and experience and the names of two referees.
The post reference number should be quoted on all correspondence.
Applications requiring acknowledgment and requests for forms and/or details should be accompanied by a stamped, addressed envelope.

HIGH/SECONDARY SCHOOLS

SCALE 1 POSTS

E.958 GARFORTH COMPREHENSIVE SCHOOL (Roll: 1,780: 11-18 years)
Lidgett Lane, Garforth, Leeds, LS25 1LS
Telephone: 869091
Head Teacher: Mr. L. A. G. Lowton, B.A.
Required for January, 1981 teacher of GEOGRAPHY Exam. courses throughout the age and ability range. Ability to teach at 16+, 'O' and 'A' level. 'A' level course urban and economic aspects of the able.

TEMPORARY POST (READVERTISEMENT)

W.951 INTAKE HIGH SCHOOL (No. on Roll: 670; 13-18)
Calverley Lane, Leeds, LS13 1AH. Telephone
Head Teacher: Mr. C. W. Gardiner, M.B.E.
Required: as soon as possible, for one year SCIENCE, TECHNICAL SUBJECTS, and above subjects appointments for each of the above considered.

SECONDARY
Geography
continued

Other Posts on Scale 2 and above

EALING
(London Borough of)
EDUCATION SERVICE
GREENFORD HIGH SCHOOL
Ruislip Road, Greenford,
Middlesex UB6 9RX
Required for January, 1981, TEACHER of GEOGRAPHY, Scale 2, in this eight-form entry mixed 12-18 Comprehensive School.
Applicants should preferably be graduates with several years teaching experience able to offer the subject at all levels of age and ability, including Advanced level (London).
As deputy head of department the successful candidate must be willing to invest additional energy and commitment into curriculum development.
London Weighting £759.
Letters of application to the Head, Miss C. J. A. Holt, B.A., including two referees, as soon as possible (S.A.E.).

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
PRESDALES SCHOOL (GROUP X)
Hoe Lane, Ware, Hertfordshire
Required in January, GRADUATE to share the teaching of GEOGRAPHY throughout the school, including "O" and "A" level work.
Scale II available for suitably qualified and experienced applicant but applications invited for a Scale 1 post.
Ex-three-form grammar school now five-form all-ability (girls).
Presdales has modern buildings in its own spacious grounds and is within easy reach of London by train or Green Line coach.
Applications with curriculum vitae, any recent testimonials and the names and addresses of two referees direct to the Headmistress.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
YEWLANDS SCHOOL
Creswick Lane, Grenoside
Sheffield S30 3NN
(11 to 18 secondary)
Required for January 1981, a TEACHER of GEOGRAPHY to join a Social Studies team of seven and teach at all levels.
Particular responsibilities will be for the teaching and organizing of GYSL (C.S.E. and "O") and "A" level, "16 to 19" Schools' Council Geography Project. Scale 2.
Please send S.A.E. to the Headmaster for application form and further details as soon as possible.

Scale 1 Posts

DERBYSHIRE
HASLAND HALL SCHOOL
Broomfield Avenue, Hasland
Chesterfield S41 0LP
(Number on roll 822: 11 to 16 comprehensive)
ASSISTANT TEACHER, Scale 1, required as soon as possible to teach mainly GEOGRAPHY with some HISTORY.
Letters of application, with curriculum vitae and two referees, to the Headmaster.

DEVON
See block advertisement on page 37.

HILLINGDON
(London Borough of)
VYNERS SCHOOL
Warren Road, Ickenham,
Uxbridge, UB10 8AB
(Number on roll 951—196 in Sixth Form)
Required for the Spring Term 1981, to cover maternity leave, TEMPORARY TEACHER of GEOGRAPHY to take the subject throughout the school, including "A" level work if possible.
Applications from teachers seeking only a part-time appointment will also be considered.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
London Allowance payable.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
SIR WILLIAM NOTTIDGE SCHOOL
Whitstable
Headmaster, G. E. Pike, B.A.
(Co-educational: 1,240 pupils)
Required immediately, a TEACHER of GEOGRAPHY to fifth form CSE level in a well-coordinated department. Applicants for temporary or permanent post considered.
Apply to the Headmaster at the school in Bellevue Road, Whitstable, giving curriculum vitae and naming two referees.

LONDON
CENTRAL FOUNDATION BOYS' SCHOOL
Cowper Street, London EC2A 4AP
(near Old Street Station)
Required to begin as soon as possible, a part-time TEACHER of GEOGRAPHY in this three-form entry, voluntary aided boys school to teach in second and third years. Two full days (Mondays and Fridays) or the mornings of those two days, by arrangement.
Applications or inquiries to the Headmaster at the school immediately, please.

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF
CYNON VALLEY DISTRICT
Comprehensive School
MOUNTAIN ASH (Social Priority Allowance payable)
GRADUATE in GEOLOGY to teach the subject to "A" level and to assist in the teaching of Geography. Scale 1.
Application forms, to be returned by October 22, 1980, obtainable on receipt of a foolscap SAE from the District Education Officer, District Education Office, Old Boys Grammar School, Aberdare.
Canvassing will disqualify. W. Aylwyn Jones, Director of Education.

NORTHUMBERLAND
COUNTY COUNCIL
ASHINGTON COUNTY HIGH SCHOOL
Green Lane, Ashington
Northumberland NE63 8DH
(Group 12 13 to 18 Comprehensive High School; 1,070 pupils including 130 in Sixth Form)
Required from January 1, 1981: a graduate full-time TEACHER of GEOGRAPHY to teach across the full age and ability range up to Advanced level. Scale 1 post.
Candidates should state their chief interests and say in what ways they expect to be able to contribute to the general life of the school.
Removal expenses and lodging allowance payable in approved cases.
Application forms obtainable by sending a S.A.F.E. to the Head Teacher (returnable by October 20, 1980).

WARWICKSHIRE
KING EDWARD VI COLLEGE
Nuneaton, CV11 4BE
(Voluntary Aided Mixed Sixth Form College)
TEACHER of GEOGRAPHY required from January, 1981, to teach "A" and "O" level groups.
Temporary post for two terms, to cover maternity leave.
Applications should be made as soon as possible by letter, giving curriculum vitae and names and addresses of two referees to the Principal, from whom further details may be obtained.

WEST SUSSEX
OATHALL SCHOOL
Appledore Gardens,
Haywards Heath RH16 2AQ
(11 to 16 Comprehensive, 1,200 mixed)
Scale 1. GEOGRAPHY specialist required January, 1981. Candidates should be able to offer Geology to "O" level and willing to teach in the first year Integrated Studies course which covers English, History and Geography.
Form and details from Acting Headmaster on receipt of SAE, quoting reference MSXI.

History

Heads of Department

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
SOUTH AXHOLME COMPREHENSIVE SCHOOL
Burnham Road, Epworth, Doncaster
Head Teacher: B. Lynch
Number on Roll: 873
HEAD of HISTORY (Scale 2) required for January, 1981 to take over a very successful department.
This is an 11-16 mixed fully comprehensive school, Group 10, in a pleasant rural area.
Application forms and further details obtainable from the Head Teacher at the school to whom completed forms should be returned no later than October 20, 1980 (f.s.a.e., please).

NORTH WALES
PENRHOS COLLEGE
See Independent School History.

SUFFOLK
CHANTRY HIGH SCHOOL
11 to 18 mixed Comprehensive
(Roll 1,878)
Mallard Way, Ipswich IP2 9LR
HEAD of HISTORY DEPARTMENT, Scale 3. Required from April 28, 1981, graduate with successful "A" level teaching to lead a large and important department.
Forms and further details available from Head Teacher at the school (S.A.E. please).

Re-advertisement

LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT

Peripatetic Mathematics Teachers
Scale 3

Required January, 1981, well-qualified and experienced teachers of Mathematics to join a small team of Peripatetic staff teaching Mathematics in Borough High Schools.
These positions are permanent appointments to the Council and successful applicants may work in one or more schools in an educational year. The ability to adapt quickly to a school is essential.
Mathematics is taught in all schools to CSE and GCE 'O' levels, many to GCE 'A' level, and some offer Statistics and computing.
Casual car user allowance payable.
Apply by letter to the Director of Education (Reference PAA(S)), London Borough of Sutton, The Grove, Carshalton, Surrey SM5 3AL, enclosing a curriculum vitae and names and addresses of two referees. Previous applicants need not apply. Closing date for applications 20 October, 1980.

TAMESIDE
METROPOLITAN BOROUGH
AUDENSHAW COUNTY HIGH SCHOOL (BOYS)
Hazel Street, Audenshaw
Manchester M34 5NB
ASSISTANT TEACHER — HEAD OF HISTORY
Scale 3
Applications are invited from suitably qualified and experienced TEACHERS for the above post from January 1, 1981.
Application forms available from the Acting Head Teacher at the school, to whom completed forms of application should be returned to arrive no later than October 17, 1980. Reference TE 2430/TES.

Other Posts on Scale 2 and above

EALING
(London Borough of)
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex
10-form entry co-educational high school
Required for January, 1981, as SECOND-in-CHARGE of HISTORY Department (Scale 2), a well qualified, enthusiastic and successful TEACHER in a department with well-established courses for C.S.E., G.C.E. "O" and "A" level. A teacher with a genuine and lively interest in the subject is sought.
London Allowance £759.
Application forms from the Head at the school (S.A.E.) returnable to the school.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON-UPON-HULL DIVISION
HULL GRAMMAR SCHOOL
Bishop Alcock Road, Hull
Head, H. T. Tolson, B.A., F.T.C.L.
Required for January, 1981, a TEACHER to be SECOND IN THE HISTORY DEPARTMENT, Scale 2 or 3. This department is also responsible for organising courses in Government and Social Studies. The successful applicant would be required to continue well-established and popular courses to "A" level in History and Government.
This is a comprehensive school for about 800 boys, aged 13 to 18.
Application forms available from Head should be returned by October 30.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SIMON LANGTON GIRLS' SCHOOL
Old Dover Road, Canterbury, Kent
(800 pupils)
Required for January to teach HISTORY to "A" level.
The school, a four-form entry grammar school, handsomely sited on the outskirts of this university city, undertakes the Schools Council "O" level syllabus.
A Scale 2 post could be offered to a suitably experienced candidate.
Further details may be obtained from the Headmaster (Canterbury 65771) to whom a letter of application should be written stating qualifications and experience in full and giving the names of two referees and enclosing an S.A.E. as soon as possible.

Scale 1 Posts

CAMBRIDGESHIRE
CAMBRIDGE AREA
NETHERHALL SCHOOL
Required January, well qualified TEACHER (Scale 1) for HISTORY throughout the school, Sixth Form ("A" level) of 180 pupils.
American History an advantage.
Also temporary post available for teacher of History, preferably with some English.
Apply by letter to the Headmaster of the school, giving full curriculum vitae and names and addresses of two referees and stating which post interests you.

HILLINGDON
(London Borough of)
TOWNMEAD SCHOOL
Wise Lane, West Drayton
Middlesex UB7 7EU
(Number on roll 869, 38 in Sixth Form)
This is a six-form entry mixed comprehensive school with modern buildings all on one site. It is situated on the Middlesex/Buckinghamshire border with easy access to London.
Required for January 1981, an experienced TEACHER of HISTORY (Scale 1) to teach History throughout the school and integrated studies in the first year. Candidates should have the ability to teach twentieth century History to C.S.E. and "O" level and, preferably nineteenth-century History to "A" level. Application forms are available from and returnable to the Headmaster. Please enclose stamped addressed envelope and quote telephone number.
London Allowance payable.

KENT
BROMLEY, HISTORY GRADUATE required in January, see under Independent Schools.

Humanities

Other Posts on Scale 2 and above

SURREY
EDUCATION COMMITTEE
SUNBURY COUNTY SECONDARY (12-16)
Required January, 1981, TEACHER of GEOGRAPHY and HISTORY, up to C.S.E. and "O" level. Scale 2 post available for candidate able to assume responsibility as Head of House.
Apply to the Head. Tel.: Sunbury 84268.

Mathematics

Heads of Department

LANCASHIRE
BURY GRAMMAR SCHOOL (Girls)
Bridge Road, Bury, Lancs BL9 0HH
Ex Direct Grant School, becoming Independent.
Main School 600
Sixth Form 170
HEAD OF MATHEMATICS
Required in January, a well qualified and experienced graduate as head of department (Scale 4) to organise mathematics throughout the school to O, A, S and Oxbridge entrance level. The department has a distinguished record and the subject is a popular A level choice. Please apply to the Headmistress with a curriculum vitae and the names of two professional referees.

Other Posts on Scale 2 and above

BARNET
(London Borough of)
ST. MICHAEL'S R.C. GRAMMAR SCHOOL
Nether Street, North Finchley, N.12
Telephone 01-446 2256
Voluntary Aided. Roll 630 girls. Sixth Form 155. Three-form entry.
Required January 1981 GRADUATE to teach MATHEMATICS throughout school in a lively department of five. Courses lead to "O" and "A" level S.M.P. and C.S.E. School has Maths lab. and computer terminal. Scale 1-2 according to experience and qualifications.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances. Assistance may also be sometimes possible with a limited amount of temporary housing, dependent upon availability. Priority will be given to teachers of certain shortage subjects.
Write to Headmistress with S.A.E. for application form and further details.
Director of Educational Services.

BEDFORDSHIRE
SOUTHERN AREA
QUEENSBURY UPPER SCHOOL
Langdale Road, Dunstable
Headmistress:
Miss G. M. Scott, B.A., J.P.
No. on roll September, 1980, 1,050 boys and girls (13-18)
Required for January, 1981, well qualified TEACHER of COMPUTER STUDIES with some MATHEMATICS. The school has its own 380Z Micro-computer with additional storage facilities and a terminal link with Luton College of Higher Education. "A", "O" and C.S.E. courses established: an enthusiastic teacher can develop ideas. Mathematics teaching according to qualifications, experience and interest. Scale 2 for suitable applicant.
Further details and application forms obtainable from and returnable to the Headmistress.

STOCKWOOD HIGH SCHOOL
Cutenhoe Road, Luton
Headmaster: Mr. T. Tomen
COMPUTER STUDIES
Scale 2
Required for April, 1981, or earlier if possible, an experienced and energetic TEACHER in charge of COMPUTER STUDIES to organize an established subject and develop the Computer Department throughout the school.
Second subject Mathematics.
If available for January, 1981, please apply as soon as possible.
Council accommodation may be available in certain cases.
Further details and application forms obtainable from and returnable to the Head (s.a.e., please).

DERBYSHIRE
COUNTY COUNCIL
QUEEN ELIZABETH'S GRAMMAR SCHOOL
Ashbourne
(Comprehensive, 1,190 pupils, split sites)
Required for January, GRADUATE TEACHER of MATHEMATICS including "A" level work. Scale 2 post for candidate with successful experience. Help with "O" level Computer Studies an advantage.
Apply by letter to Headmaster, stating age, qualifications, and experience and the names of two referees.

DERBYSHIRE
THE GRANVILLE SCHOOL
Burton Road, Woodville
Burton on Trent DE11 7JR
A Scale 2 TEACHER of MATHEMATICS is required to take charge of Computer Studies in the school from January 1981. This is an opportunity for a person with initiative and enthusiasm to establish this new subject in the curriculum.
Granville is a well-structured 11 to 16 mixed comprehensive school with 900 pupils on roll and a steady intake of six forms.
Letter of application to the Head giving a curriculum vitae and the names and addresses of two people from whom a reference may be obtained.

ESSEX
THOMAS, LORD AUDLEY SCHOOL
(Roll 1,100)
Monkwick Avenue, Colchester
CO2 8NN
Telephone: Colchester 47911
MATHEMATICIAN, Scale 3.
January, 1981, Mathematician to teach throughout the school, preferably including Computer Studies.
Curriculum vitae and names of referees to the Headteacher (foolscap S.A.E. please).

GLOUCESTERSHIRE
SIR THOMAS RICH'S SCHOOL
Oakleaze, Gloucester
(Grammar 600 boys)
Required for January 1981 TEACHER of MATHEMATICS up to and including "A" level. Some Sixth Form work available. Post is Scale 2 though less experienced teachers will be considered. Please state extra curricular interests.
Applications to Headmaster as soon as possible with Curriculum Vitae, naming two referees.

HAMPSHIRE
ST. ANNE'S SCHOOL
St. Anne's Grove, Fareham
11-16 mixed Comprehensive
1,087 on roll
Required January: MATHEMATICS and COMPUTER STUDIES—Scale 3
Second in Department.
Send curriculum vitae, names/addresses of two educational referees and S.A.E. to Headmistress.

HARINGEY
(London Borough of)
THE SOMERSET SCHOOL
White Hart Lane, N.17
Voluntary Controlled Boys' Comprehensive School
813 pupils on roll
School Telephone Number: 808 5266
TEACHER of MATHEMATICS, Scale 2
Required for January 1981 (or earlier if possible) a lively, enthusiastic Teacher of Mathematics to join a team of six other specialists in a developing, forward looking faculty.
The successful candidate would have the opportunity to teach the whole range of pupils and to develop an interest in the school's two microcomputers if they wished.
For further details and application form please contact the Headmaster.
Social Priority Allowance: £201/£276.
London Allowance (£759) payable. Removal expenses, 100 per cent allowed in approved cases.

HERTFORDSHIRE
ST. GEORGE'S SCHOOL
Harpenden
Voluntary Aided, Group X, Coeducational
TEACHER required January to teach S.M.P. MATHEMATICS to all levels including Sixth Form. Scale 2 post available for suitably qualified applicant.
Apply Headmaster immediately with curriculum vitae and names of two referees.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
LAMPTON SCHOOL
Lampton Avenue, Hounslow TW3 4EP
Head: Miss M. Coulthard, M.A.
(Co-educational: 850 pupils)
Required for January 1981, or as soon as possible
ASSISTANT TEACHER MATHEMATICS (Scale 2)
The person appointed will be expected to share in the general teaching in the Mathematics Department, up to and including C.S.E. and G.C.E. "O" levels.
Scale 2 will be available for a suitably qualified and experienced candidate.
Applicants should state any additional subject they could offer if needed.
Lampton School is a 5-6-form entry Group 10 Comprehensive School with boys and girls in the 11 to 18 age range. The Mathematics suite has just been remodelled.
London Allowance £498 payable.
Letters of application in the first instance to the Head of the school as soon as possible and not later than Monday, October 20, giving details of qualifications, experience and any special interests, together with the names and addresses of two referees. Applicants seeking their first appointment would be considered, Scale 1 only.
A. Groves, Director of Education.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
SIR JOHN NELTHORPE SCHOOL
Grammar School Road, Brigg
Head Teacher: D. H. Coulson
Number on Roll: 960
Required for January, 1981 at this five-form entry 11-18 voluntary controlled mixed Comprehensive school (960 on roll 132 in Sixth) and boarding school set in a pleasant market town, a GRADUATE to teach mainly Fourth and Sixth Form MATHEMATICS, preferably up to "A" level Further Mathematics.
This is a temporary appointment for up to 40 weeks due to the maternity leave absence of the permanent post holder (which may possibly become permanent the following year) but a Scale 2 or 3 post is available for a suitable candidate. An assistant post in the Boarding House (including full board and accommodation) may also be available for a suitable applicant.
A well qualified teacher wanting part-time teaching only may also be considered.
Application forms obtainable from the Head Teacher at the school to whom completed forms should be returned no later than October 20, 1980 (f.s.a.e., please).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWANLEY SCHOOL
Swanley, Kent BR8 7TE
Telephone: Swanley 62231
Established large comprehensive school with a full range intake, mixed, 11 to 18. London fringe allowance.
Required in January. Well qualified TEACHER for MATHEMATICS, able to teach throughout the school, including "A" level. The post could be Scale 2 or 3, depending on experience and the responsibilities to be undertaken.
The School offers ample opportunities for teachers with initiative and ideas.
Application is by letter to the Headmaster at the school, giving details and naming referees.
TUNBRIDGE WELLS TECHNICAL HIGH SCHOOL FOR BOYS
St. John's Road, Tunbridge Wells
(a Selective School of 805 boys, 11 to 18 plus, with 151 in the Sixth Form).
A MATHEMATICS GRADUATE required for January, 1981 to teach Mathematics to "O" and "A" level. The School has a computer terminal and its own microprocessor and an interest in computing would be an advantage. A Scale 2 post is available for an experienced candidate able to take charge of Statistics to "A" level.
Letters of application giving details of qualifications and experience together with the names and addresses of two referees should be sent to the Headmaster as soon as possible.
DARTFORD DIVISION
DOWNS SCHOOL
Green Street Road, Dartford
Roll 1,400 (Mixed)
TEACHERS of MATHEMATICS required at this 11 to 18 Wide Ability School (140 in Sixth Form).
Must be competent to teach subject throughout school including "A" level standard. Pleasant site on outskirts of Dartford with easy access to London and Kent coast and countryside. Purpose built buildings with good facilities. Scale 2. Fringe Allowance. Removal expenses in approved cases.
Applications to Headmaster, with full curriculum vitae and naming two referees.

LONDON, W.6
GODOLPHIN AND LATYMER SCHOOL
Required, GRADUATE MATHEMATICIAN
For further details see main advertisement under INDEPENDENT MATHEMATICS.

NORTHUMBERLAND
COUNTY COUNCIL
ASHINGTON COUNTY HIGH SCHOOL
Green Lane, Ashington
Northumberland NE63 8DH
(Group 12, 13 to 18, Comprehensive High School, 1,070 pupils including 130 in Sixth Form)
Required from 1 January, 1981. A graduate full time TEACHER of MATHEMATICS to teach across the full age and ability range up to Advanced level. Scale 2 post.
Candidates should state their chief interests and say in what ways they expect to be able to contribute to the general life of the school.
Removal expenses and lodging allowance payable in approved cases.
Application forms obtainable by forwarding a foolscap S.A.E. to the Headteacher at the address shown above to whom completed forms should be returned, within 10 days of the appearance of this advertisement.

Cyngor Sir DYFED County Council
EDUCATION COMMITTEE

1. Readvertisement

FISHGUARD COUNTY SECONDARY SCHOOL
(Comprehensive 11-18, 900 on roll)
Required as soon as possible:—
Teacher for Chemistry/General Science to C.S.E. level.
Applications by letter to the Headmaster at the School including Curriculum Vitae and the names and addresses of two referees as soon as possible.

2. Readvertisement

YSGOL DEWI SANT
ST. DAVIDS
(Mixed Comprehensive 11-18, 520 pupils)
Required for January, 1981, or as soon as possible thereafter:—
Teacher, Scale 2, to take charge of French.
Apply as soon as possible direct to the Headmaster indicating extra-curricular interests and giving the names and addresses of two referees.

3. PRENDERGAST JUNIOR SCHOOL
HAVERFORDWEST
Special Class
Scale 1 + Special Class Allowance.
Required as soon as possible:—
Applications are invited for the above post from qualified teachers with at least five years' teaching experience. A qualification in Special Education would be an advantage, but applications are also invited from suitably experienced teachers.

4. OVERDALE SCHOOL
HAVERFORDWEST
A qualified teacher Scale 1 + special class allowance required as soon as possible at the above school which is an all-age school for children with moderate learning difficulties. The successful applicant will initially be expected to teach in the senior department. A qualification in special education would be an advantage but applications are also invited from suitably experienced teachers.
Application forms for the above posts (3 and 4) returnable by 17th October, 1980, can be obtained on receipt of a stamped addressed envelope from the Area Education Officer, G.P.O. Box 18, St. Thomas' Green, Haverfordwest, Dyfed.

5. YSGOL RHYDYGORS
JOHNSTOWN, CARMARTHEN
Required as soon as possible, for this residential mixed school for children with emotional difficulties:—
(a) Secondary trained teacher to be responsible for P.E. and Games throughout the school and to assist in the teaching of General Subjects at senior level.
(b) Secondary trained teacher of General Subjects with an interest in the teaching of Crafts.
Experience of teaching children with behavioural disorders desirable. Scale 1 plus Special Schools Allowance. The persons appointed will be expected to undertake an average of 15 hours' extraneous duties per week for which the appropriate allowance will be paid.
Application forms obtainable on receipt of a stamped addressed envelope from the Area Education Officer, 1 Penlan Road, Carmarthen, and should be returned by 17th October, 1980.

6. WISTON V.A. SCHOOL
WISTON, HAVERFORDWEST
Required for 1st January, 1981:—
Assistant Teacher, Scale 1, for Upper Infants' Class.
Applicants should be practising Communicant Members of the Church in Wales.
Application forms available on receipt of a stamped addressed envelope from the Area Education Officer, G.P.O. Box 18, St. Thomas' Green, Haverfordwest, to whom they should be returned to not later than 20th October, 1980.
CANVASSING DIRECTLY OR INDIRECTLY WILL DISQUALIFY.
W. J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen, Dyfed.

SECONDARY
Mathematics
continued

NOTTINGHAMSHIRE
"QUEEN ELIZABETH'S GIRLS' SCHOOL,
Woodhouse Road, Mansfield, Notts.
Upper Comprehensive School.
6 Form Entry
875 girls 13-18
Required for January 1981, a qualified TEACHER to share in the teaching of MATHEMATICS to "O" Level and Group. A Scale 2 post is available for a suitable applicant.

Please apply in writing with the names of two professional referees. The closing date is Friday, October 17, 1980.

OXFORDSHIRE
COUNTY COUNCIL

MATTHEW ARNOLD SCHOOL
Arnolds Way, Oxford OX2 9JR
Group 11 ; Roll 1,080 Mixed
Required for January, 1981, a TEACHER of MATHEMATICS.

The successful applicant will be expected to teach across the ability range up to C.S.E. and "O" level.

A suitably qualified and experienced candidate could expect a share in the "A" level work.

This post is offered at Scale 2 ; suitably qualified teachers with limited experience may apply, however, for a Scale 1 post.

Apply to the Headmaster, naming two referees and stating qualifications and experience.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
HURLFIELD CAMPUS
East Bank Road, Sheffield. S2 2AL
A 13-18 Secondary
Required for 1st January, 1981, a TEACHER of MATHEMATICS/COMPUTER STUDIES to take charge of the development of Computer Studies and to contribute towards the teaching of Mathematics in this 13-18 S.P.S. Secondary School. Scale 3.

The growth of Computer Studies throughout the school offers scope for a candidate with enthusiasm, imagination and organizational qualities.

Further details and application forms can be obtained from the Headmaster to whom completed forms should be returned within seven days of the appearance of this advertisement.

SURREY
GEORGE ABBOT SCHOOL
(Guildford)
(1,500), 13 to 18 mixed comprehensive ; 315 in Sixth Form
MATHEMATICIAN (Scale 3) required, in January if possible, to be second in charge of a large, strong department offering a full range of courses up to "Advanced level" and Oxbridge entrance examinations.

Please write without delay to the Headmaster, George Abbot School, Woodruff Avenue, Burpham, Guildford, Surrey, giving details of experience and names of referees.

WALTHAM FOREST
(London Borough of)
The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.
Required for January 1981 :
WILLIAM McGUFFIE HIGH SCHOOL
Greenleaf Road, London E17 6QR
Head Teacher : Mr. D. L. Gould
MATHEMATICS TEACHER (Scale 1) required in this mixed comprehensive high school for pupils aged 11 to 14 years (750 on roll).

An enthusiastic TEACHER of MATHEMATICS is sought with the desire to teach this subject to the whole ability range. A strong commitment towards pastoral care in this multi-cultural school is of great importance.

The successful candidate will, in restricted competition, have the opportunity to apply for a similar post in a brand new purpose built 11 to 14 Comprehensive High School planned to open in January 1983.

Application form and further details available on receipt of S.A.E. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for January, 1981
WARD'S BRIDGE HIGH SCHOOL
MATHEMATICS
Scale 2.

The school is an 11-18 mixed comprehensive situated in a residential area of the borough and has developed a wide range of courses at "A" level.

Application forms available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton, WV1 1RR, to whom they should be returned within 10 days of this advertisement (s.a.e. please).

Scale 1 Posts

BRISTOL
ASHTON PARK SCHOOL
Blackmoor's Lane, Bower Ashton, Bristol BS3 2JL
11 to 18 mixed Comprehensive (Roll 1,300)
Required from January 5, 1981, a Scale 1 Graduate TEACHER of MATHEMATICS throughout the school. "O", "A" and C.S.E. S.M.P. and Traditional Mathematics taught.

There is a possibility of a Scale 2 post for a suitably experienced applicant.

Apply direct to the Head (Mr. D. G. Nunn) at the school (no forms) giving curriculum vitae and names and addresses of two referees as soon as possible.

DERBYSHIRE
EDUCATION COMMITTEE
Chellaston School
Swarkestone Road, Chellaston, Derby DE7 1UA
Required January 1, 1981, a TEACHER, Scale 1, for MATHEMATICS to teach the subject to C.S.E. and "O" level standard in this developing comprehensive school serving a rural catchment area.

Applications by letter please, giving curriculum vitae and the names and addresses of two referees, to the Headmaster, from whom further details can be obtained upon receipt of a stamped addressed envelope.

DEVON
See block advertisement on page 57.

DORSET
[illegible] GIRLS SCHOOL
[illegible] Lane, Bournemouth
([illegible] girls, 11 to 16 years, bilateral)
Required January 1981, TEACHER for MATHEMATICS Scale 1. Courses to "O" level and C.S.E. Assistance with removal and legal expenses.

Apply by letter to Headmistress, enclosing curriculum vitae and the names of two referees. S.A.E. for acknowledgement.

ENFIELD
(London Borough of)
SOUTHGATE SCHOOL,
Sussex Way, Cockfosters,
Herts EN4 0BL
Roll 1,460
Required as soon as possible, a well-qualified MATHEMATICIAN to join a strong Department (Scale 1). Applications from newly qualified teachers would be welcome.

London Allowance payable £759 per annum.

Consideration given to generous assistance with removal and relocation costs, temporary housing and two homes allowance.

Application forms (stamped addressed foolscap envelope) obtainable from the Head Teacher, to whom they should be returned as soon as possible.

ESSEX
INGATESTONE ANGLO-EUROPEAN SCHOOL
(Roll 1,130)
Willow Green, Ingatestone CM4 0DJ
Telephone : Ingatestone 4018
ASSISTANT MATHEMATICS TEACHER (Scale 1)
Required January, Graduate Master/Mistress to teach Mathematics up to and including Sixth Form work. London fringe allowance payable.

SWEYNE SCHOOL
(Roll 1,250)
Pearsons Avenue, Rayleigh
Telephone : Rayleigh 777?21
TEACHER OF MATHEMATICS, Scale 1.
Required January. Mathematics specialist to teach the subject throughout the school to examination level.

For both posts—curriculum vitae and names of referees to the Head-teacher concerned (foolscap S.A.E.).

GLOUCESTERSHIRE
HUCCLECOTE SECONDARY SCHOOL
Churchdown Lane, Gloucester
Required for January 1981, TEACHER of boys' P.E. and MATHS. (Half timetable for each subject.) Scale 1.

Applications by letter, naming two referees, to the Headmaster.

HAMPSHIRE
SOUTH-EAST AREA
HORNDEAN SCHOOL
Barton Cross, Horndean
Hampshire PO8 9PQ
(13 to 18 mixed comprehensive—1,410 on roll)
Required for January, 1981, MATHEMATICS TEACHER. Ability to teach Advanced level advantageous. Excellent career opportunities within broad-based department—Scale 1.

Apply by letter to Headmaster with curriculum vitae and names of two educational referees, s.a.e. for further details.

HAMPSHIRE
SOUTH-EAST HAMPSHIRE AREA
OAKLANDS R.C. SCHOOL
Stakes Hill Road, Waterlooville PO7 7BW
(11 to 18 mixed comprehensive—972 on roll)
Required for January, 1981, MATHEMATICS TEACHER to teach whole age range and ability—Scale 1.

Apply to Acting Head Teacher, enclosing s.a.e. for details and application form.
Closing date 17th October.

HARINGEY
(London Borough of)
ALEXANDRA PARK SCHOOL
Rhodes Avenue, Wood Green, N22 4UT
Mixed Comprehensive School
Telephone 888 9244
Headmaster : Mr A. M. Nixon
Temporary appointment during maternity leave of permanent member of staff : TEACHER OF MATHEMATICS expected to be required from after the Autumn half-term until the Spring half-term.

A competent mathematician is required to teach years three to five, including a substantial amount of public examination work.

London Allowance (£759) payable.

Please apply direct to the Headmaster, giving details of qualifications and experience and the names and addresses of two referees.

HARROW
EDUCATION COMMITTEE
PARK HIGH SCHOOL
Thistlecroft Gardens, Stanmore
Middlesex
01-952 2803/1379
MATHEMATICS (Scale 1) required for January by the eight-form entry co-educational comprehensive high school (12 to 16 years) situated in a pleasant residential area. The department offers a wide range of courses to "O"/C.S.E. including Further Mathematics, Statistics and Computer Studies.

Application forms from and to be returned to the Headmaster, by October 22, 1980.

Please enclose stamped addressed envelope.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

DARTFORD DIVISION
DOWNS SCHOOL
Green Street Green Road, Dartford
Roll 1,800 (Mixed)
TEACHERS of MATHEMATICS required at this 11-18 Wide Ability School (330 in Sixth Form). Must be competent to teach subject throughout school including "A" level standard. Pleasant site on outskirts of Dartford with easy access to London and Kent coast and countryside. Purpose built buildings with good facilities. Fringe Allowance. Possibility of Scale 2 for suitably experienced candidate. Removal expenses in approved cases.

Applications to Headmaster with full curriculum vitae and naming two referees.

GILLINGHAM DIVISION
RAINHAM SCHOOL FOR GIRLS
GROUP 11
11-18 years
Required for January, 1981, TEACHER of MATHEMATICS, Scale 1. Opportunity for Graduate or experienced Teacher to teach Mathematics throughout the school to "O" and "A" level and C.S.E. Mathematics within a department of nine staff. Mathematics is set throughout the school and taught on a mainly traditional basis with modern mathematics where applicable. The school has an eight form entry covering a wide range of ability with approximately 100 Six Form. Excellent site and facilities.

Applications with two referees to the Headmistress, Rainham School for Girls, Derwent Way, Rainham, Kent.

TONBRIDGE AND MALLING DIVISION
HOLMESDALE SCHOOL
Malling Road, Snodland, Kent
MATHEMATICS (Scale 1)
Required for January, 1981, in this Co-educational High School of 780 pupils, aged 11 to 17 years a Teacher interested in all aspects of Mathematics, ranging from "O" level and C.S.E. Mathematics, Mode 1 and C.S.E. Arithmetic, Mode 1, to low ability groups within the Kent Mathematics Project scheme. An interest in Computer Studies is desirable but not essential. The candidate should be enthusiastic about contributing to a strong, lively department, and to the corporate life of the school.

Application forms which can be obtained from the Headmaster should be returned together with the names of two referees, as soon as possible.

KIRKLEES
METROPOLITAN COUNCIL
BATLEY GIRLS' GRAMMAR SCHOOL
(Reference 1?5?)
Field Hill, Batley, West Yorkshire WF17 0BQ
Required for January 1981, a well qualified GRADUATE to share the teaching of MATHEMATICS to "A" and "O" levels. This is a scale 1 part-time post.

Further particulars and application forms obtainable from the Headmistress at the school.

LANCASHIRE
BURY GRAMMAR SCHOOL
Required, MATHEMATICS GRADUATE.

See main advertisement under Independent Schools—Mathematics.

LONDON, W.6
GODOLPHIN AND LATYMER SCHOOL
Requires GRADUATE MATHEMATICIAN.

For further details see main advertisement under INDEPENDENT MATHEMATICS.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
Application forms for the following High School appointment are available on receipt of a S.A.E. from the Head Teacher, to whom they should be returned as soon as possible.

WILLINGTON HIGH SCHOOL
Churchill Street, Wallsend.
NE28 7IN
Head Teacher, Mr. D. A. Renaut, B.A.
Required as soon as possible:—
Scale 1. TEACHER of mainly MATHEMATICS with some ENGINEERING DRAWING and/or SCIENCE in this 13 to 18 Comprehensive High School. Mathematics is taught to "O" and "A" levels and there is an expanding Computer Studies course. Possibility of some Sixth Form work.

NORTH WALES
PENRHOS COLLEGE
See Independent School MATHS.

OXFORDSHIRE
COUNTY COUNCIL
LANGTREE SCHOOL
Woodcote, Reading, RG8 0RA
11 to 16 mixed comprehensive
Roll 700, Group 9

Required in January 1981, a TEACHER of MATHEMATICS (Scale 1).

The school has well established courses to C.S.E., "O" and O/A G.C.E. levels, as well as Computer Studies courses to C.S.E. and "O" G.C.E. levels and has its own 380Z Microprocessor.

Apply by letter to the Headmaster as soon as possible with curriculum vitae (S.A.E.) and names of two professional referees.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
WALES COMPREHENSIVE SCHOOL
(11-18 Mixed :
Approximately 1,492 on roll :
Approximately 97 in Sixth Form)
Required for January, 1981 :
ASSISTANT TEACHER—Scale 1
GRADUATE MATHEMATICIAN required to teach all levels. New suite of rooms and a computer are available.

Closing date: as soon as possible.

Applications by letter, giving full personal details and information on qualifications, experience and salary, together with the names and addresses of two referees, should be sent to the Director of Education, Education Offices, Rowmarsh Road, Rotherham S60 1QT.

B. W. Ellis, Director of Personnel Resources.

SANDWELL
(Metropolitan Borough of)
THOMAS TELFORD HIGH SCHOOL
(11 to 16 Comprehensive)
Required for January, 1981 (or earlier if possible):—
MATHEMATICS—Scale 1 plus S.P.A.

Application forms available from and returnable to Head Teacher, Halfords Lane, West Bromwich, West Midlands. Closing date October 21, 1980.

Sandwell council is an equal opportunity employer and vacancies are open to both sexes, all races and to registered disabled people.

WEST SUSSEX
OATHALL SCHOOL
Appledore Gardens,
Haywards Heath, RH16 2AQ
MATHEMATICS TEACHER, Scale 1, required January, 1981. Applicants should be thoroughly familiar with the S.M.P. course and preferably able to teach Computer Studies to "O" level. Assistance may be given towards cost of removal and resettlement in approved cases.

Form and details from Head Teacher on receipt of S.A.E., quoting reference MSX 90.

Modern Languages

Heads of Department

BARKING AND DAGENHAM
(London Borough of)
PRIORY COMPREHENSIVE SCHOOL
(Roll 1140)
School Road, Dagenham
Required for January or April, 1981,
HEAD OF MODERN LANGUAGES. A qualified and experienced teacher to take responsibility for a developing department which offers French and German to all levels, Scale 4.

London Addition £759 p.a. Reimbursement of removal expenses in approved cases.

Application forms available (s.a.e.) from the Headteacher, returnable by 22nd October, 1980.

BUCKINGHAMSHIRE
BEACONSFIELD CHILTERN DIVISION
THE MISBOURNE SCHOOL
Great Missenden, Buckinghamshire
Head : D. B. Thrower, M.B.E.
(Number on roll 788 : mixed)
Required for January 1981 an experienced GRADUATE to take charge of MODERN LANGUAGES throughout the school. French is taught at C.S.E., "O" and "A" levels. Applicants should preferably also be able to offer German which is taught to C.S.E. and "O" level.

Apply by letter giving curriculum vitae, and the names of two referees, to the Head Teacher.

DERBYSHIRE
DEINCOURT SCHOOL
North Wingfield
Chesterfield [illegible]
(11 to 18 high school : number on roll 750)
Required for January 1981, HEAD of FOREIGN LANGUAGES, Scale 3, in a positive and developing department. German and French.

Applications by letter to the Headmaster at the school, including curriculum vitae and details of two referees.

ESSEX
THE KING EDMUND SCHOOL
(Roll 1,350 Mixed)
Vaughan Close, Rochford
Tel.: Southend on Sea 546771
Re-advertisement
HEAD OF FRENCH Scale 2 or 3
Required January. Well qualified Teacher to lead active department. Please state for which post you are applying.

ST. BENEDICT'S R.C. COMPREHENSIVE
Norman Way, Lexden Road,
Colchester
Tel.: Colchester 49228
HEAD OF MODERN LANGUAGES (Scale 3 or 3)
Applicants should have the ability to develop French and/or German in this recently reorganized four form entry Catholic Comprehensive. Closing date October 24, 1980.

For both posts—curriculum vitae and names of referees to the Head Teacher concerned (foolscap s.a.e., please).

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTFORDSHIRE DIVISION
THE SELE SCHOOL
Welwyn Road, Hertford
Co-educational, all ability Group 9, Roll 660
Required for January 1981, HEAD of MODERN LANGUAGES (Scale 3) (French and German essential).

Applications by letter to the Head, giving details of experience and qualifications, and the names and addresses of two referees.

NEWHAM
(London Borough of)
WOODSIDE SCHOOL
Woodside Road, Plaistow
London E13 8RX
Head Teacher : Mr. P. Jones
(Number on roll : 954)
HEAD OF MODERN LANGUAGES (Scale 3)
Required January 1981 or as soon as possible thereafter : An enthusiastic and experienced TEACHER of MODERN LANGUAGES for this important post.

The department is well established and provides courses in French and German which lead to C.S.E. and G.C.E. examinations.

London Allowance £759 plus Social Priority Allowance.

Application forms available from the undersigned to whom completed forms should be returned by October 31, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NORTHAMPTONSHIRE
NORTHAMPTON
TRINITY SCHOOL
Trinity Avenue
Northampton NN2 6JW

Required for January 1981, HEAD of MODERN LANGUAGES (Scale 3) at this well established co-educational Upper School (for pupils aged 13 to 18) in modern buildings at a pleasant campus site in the town. 830 pupils; sixth form 85.

The post offers an energetic specialist in French and German the opportunity of directing and developing language work throughout the school.

Applicants should be fully committed to Comprehensive education and prepared to work hard.

Further details and application forms from the Headmaster, Mr D. G. Cummings, B.A. (S.A.E. please.)

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
NEWTOWN HIGH SCHOOL
Dolfor Road, Newtown SY16 1JE
Required for September 1981, a suitably qualified HEAD of FRENCH DEPARTMENT, Scale 3 for suitable candidate, otherwise Scale 2. (Reference 305.)

Application forms and further particulars obtainable from the Head Teacher, to whom completed forms should be returned by October 24, 1980.

STOCKPORT
BREDBURY COMPREHENSIVE SCHOOL
Harrytown Lane, Romiley
Stockport SK6 3BX
HEAD OF FRENCH
(Scale 3) (Reference 1503/TES)
To lead the teaching of FRENCH to the full ability range and up to Scholarship level in this 11 to 18 comprehensive school of 1,780 pupils. French is the main language in the Modern Languages Department which also offers German, Spanish and European Studies. The department runs a successful programme of visits and exchanges with its twin schools and enjoys excellent facilities which include a Tandberg Language Laboratory and Language Suite. Applications are invited from candidates with successful teaching experience and the necessary qualities of leadership and organization.

Application forms obtainable from and returnable to the Head Teacher, quoting reference, by October 17, 1980.

Other Posts on Scale 2 and above

BEDFORDSHIRE
NORTHERN AREA
HASTINGSBURY UPPER SCHOOL
Hill Rise, Kempston
Bedfordshire
Telephone : Bedford 853634
Headmaster : Mr. A. Greenhalgh
GERMAN AND FRENCH
Required for January 1981, a well-qualified TEACHER of GERMAN and FRENCH. Initially the successful candidate will teach more French than German, but the proportion of German will increase over the years. A Scale 2 post is available for a candidate able to offer suitable experience as well as good qualifications.

Application forms and further details from the Head-

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
SOUTH AXHOLME COMPREHENSIVE SCHOOL
Burnham Road, Epworth, Doncaster
Head Teacher : R. Lynch
(Number on roll : 875)

Required for January, 1981, HEAD OF LANGUAGES, Scale 4, to teach FRENCH and GERMAN in this 11 to 16 mixed fully Comprehensive School, in a pleasant rural area.

Applications forms and further particulars obtainable from the Head Teacher at the School, to whom completed forms should be returned not later than October 20, 1980 (foolscap S.A.E. please).

NOTTINGHAM
NOTTINGHAM HIGH SCHOOL FOR GIRLS
G.P.D.S.T.
Direct Grant School moving towards Independence
Required in January. TEACHER of GERMAN throughout the school up to "A" level. Temporary post for Spring and Summer Terms in the first instance. Scale 1 or 2 according to qualifications and experience.

Apply in writing with S.A.E., giving two referees (and copies of two testimonials if available) to the Headmistress, 9 Arboretum Street, Nottingham NG1 4JB.

REDBRIDGE
(London Borough of)
VALENTINES HIGH SCHOOL
Cranbrook Road, Gants Hill
Ilford IG2 6HX
Telephone : 01-554 3608
Head : Miss J. Thompson, M.A.
Required in January 1981, TEACHER of GERMAN and FRENCH with opportunity for Sixth Form work in German. Possibility of Scale 2 post for well-qualified candidate able to take responsibility for German within the Modern Languages Department. Outer London Allowance payable.

Applications with details of education, qualifications and experience and names and addresses of two referees to the Headmistress at the school as soon as possible.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for January 1981
ALDERSLEY SCHOOL
MODERN LANGUAGES

Scale 2. With responsibility for German throughout the school.

This mixed 11 to 18 comprehensive school opened in September 1975 and moved into new purpose-built accommodation in September 1976.

Application forms available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton, WV1 1RR, to whom they should be returned within 10 days of this advertisement. (S.A.E. please).

If you buy anything for your school— first check the advertisements in THE TIMES Educational Supplement

ilea INNER LONDON EDUCATION AUTHORITY

Qualified teachers are invited to apply for the following posts.
Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£759 p.a.) is made in addition to the appropriate Burnham salary scale.
Unless shown differently, the closing date for applications is 14 days from publication.

SECONDARY SCHOOLS

All Secondary Schools in the Inner London area have been re-organised along comprehensive lines.

Deputy Headships

PIMLICO (SM)
Lupus Street, London SW1V 3AT
Tel: 01-828 0881
Roll: 1,460
Headmaster: Rodney Usher
Well-qualified applications are invited for the post of First Deputy Head (Group 14) which is vacant upon the promotion of the existing holder to a major headship within the ILEA.

ECONOMICS

Scale 1 Post

BISHOP CHALLONER RC (SG)
Lukin Street
Commercial Road, London E1 0AB
Tel: 01-790 3634
Roll: 830
Required for January:
Teacher for Economics (courses to 'O' and 'A' level). Willingness to assist with other subjects in the Business Studies field will be an advantage.

ENGLISH

Heads of Department

RAINE'S FOUNDATION (SM)
Arbour Square, London E1 0PT
Tel: 01-790 1066
Voluntary Aided C of E
Headmaster
Required, preferably in January: Head of English Department (Scale 4). This key post requires a breadth of interest and experience extending from remedial work to large 'A' level groups. Many extra-curricular activities.

BISHOP THOMAS GRANT RC (SM)
Belltrees Grove
Streatham SW16 2HY
Tel: 01-769 3294
Roll : 1,400
Headmaster
Required for January, 1981:
A Roman Catholic teacher for Head of English post (Scale 4). Courses lead to GCE 'A' and 'O' levels and CSE.

GEOGRAPHY

Part Time Post

BISHOP THOMAS GRANT RC (SM)
Belltrees Grove
Streatham SW16 2HY
Tel: 01-769 3294
Roll: 1,400
Headmaster
Required as soon as possible: Part-time Geography teacher (0.5). Teaching up to 'O' level, including CYSL.

HISTORY

Part-time Post

MALORY (SM)
Launcelot Road
Bromley, Kent BR1 5EB
Tel: 01-698 1026
Roll: 1,630
Acting Headmistress: Mrs. G. B. Parkinson
Required as soon as possible: Part-time History teacher.

HOME ECONOMICS

Head of Department

ST MICHAEL'S RC (SM)
John Felton Road
London SE16 4UN
Tel: 01-237 6432
Roll: 629
Headmistress: Sr Ann Hoskison
Required as soon as possible: Head of Home Economics (Scale 3). Applicants must be able to take CSE, 'O' and 'A' levels. Assisted travel where applicable.

For Catholic applicants who are willing to take on pastoral responsibilities an extra scale is available.

SEDGEHILL (SM)
Sedgehill Road
London SE6 3QW
Tel: 01-698 8753/8911
Roll: 2,000
Required for January, 1981:
Head of Home Economics (Scale 4). Subject is taught throughout the school.

Application forms from the Secretary.

Posts of Responsibility

BISHOP THOMAS GRANT RC (SM)
Belltrees Grove
Streatham, London SW16 2HY
Tel: 01-769 3294
Roll: 1,400
Headmaster
Required as soon as possible:
Teacher (Scale 2) with ideas to contribute to the development of the Home Economics and Textile Arts department.

MATHEMATICS

Head of Department

BURLINGTON DANES (SM)
Wood Lane, London W12 0HR
Roll: 1,100
Voluntary Aided C of E
Headmistress
Required for January, 1981:
Head of Mathematics department (Scale 4) to take charge of this large and successful department with eight full-time graduates and two part-timers. Courses to CSE, 'O', 'A' and 'S' levels.

Apply in writing as soon as possible giving cv and names and addresses of two referees.

Post of Responsibility

ST MICHAEL'S RC (SM)
John Felton Road
London SE16 4UN
Tel: 01-237 6432
Roll: 629
Headmistress: Sr Ann Hoskison
Required for January, 1981:
Maths teacher (Scale 1/2). Able to take pupils up to and including CSE and 'O' level standard. Assisted travel where applicable.

For Catholic applicants who are willing to take on pastoral responsibilities an extra scale is available.

Scale 1 Posts

BURLINGTON DANES (SM)
Wood Lane, London W12 0HR
Roll: 1,100
Headmistress
Voluntary Aided C of E
A teacher of Mathematics is required until the end of the Autumn term and possibly longer. Timetable to be arranged to suit qualifications.

Please apply as soon as possible giving curriculum vitae and names of two referees.

THE JOHN ROAN (SM)
Maze Hill
Blackheath, London SE3 7UD
Tel: 01-858 3775
Roll: 1,250
Headmaster: Dr A. J. Taylor
Required for January, 1981:
Teacher of Mathematics to 'O' level with the possibility of 'A' level teaching next year. Scale 1 or Scale 2, according to qualifications and experience.

MODERN LANGUAGES

Head of Department

CLAPTON (SG)
Laura Place, Lower Clapton Road
London E5 0RB
Tel: 01-985 6641
Roll: 990
Headmistress
Required January:
Head of Modern Languages (Scale 3). French and German taught from year 1 to 5, becoming optional in year 4, and to 'O' and 'A' level. Eclair and Vorwärts used in lower school.

Part-time Posts

SIXTH FORM CENTRE
Islington
Required as soon as possible:
A teacher of 'A' level Italian to share the teaching of GCE 'A' level Italian (London syllabus). The teacher appointed would be required to teach for one morning per week (Monday, 9.30 to 12).

The Sixth Form Centre, situated in Chillingworth Road, N7 (close to Holloway Road Tube station), was opened in September, 1978 and offers a wide range of 'A' level courses to sixth formers in Islington. It has a library, staff-room, recreation area for students and a cafeteria. A librarian and an MRO work part-time assisting teachers working at the Centre.

Successful experience in Advanced-level work will be an asset but is not essential. Further information about the Centre and syllabus is available from Mrs H. Rosenthal, Co-ordinator of the Centre, on 01-607 1914.

Application forms are available from the ILEA Divisional Office (CLA/3), North Star House, 556-564 Holloway Road, London N7 6JW. Telephone 01-272 7727, extension 94.

BACON'S CE (SM)
Dolaford Road, London SE16
Tel: 01-237 5243
Headmaster
Required as soon as possible:
A teacher of French (0.5). The school insists upon and achieves a high standard of appearance, dress and discipline which staff are expected to support.

Please apply in writing quoting names and addresses of two referees.

PHYSICAL EDUCATION

Head of Department

ABBEY WOOD (SM)
Eynsham Drive, London SE2 9AJ
Tel: 01-310 9175
Roll: 1,350
Headmaster
Required as soon as possible:
Head of Girls' Physical Education (Scale 3) for this key post within an established and forward-looking faculty. School has excellent on-site facilities and a full programme of extra-curricular activities.

Scale 1 Post

CATFORD (SB)
Stainton Road, Catford SE6 1AB
Tel: 01-698 7394
Roll: 1,150
Headmaster
Required, January, 1981:
Teacher of Physical Education.
Please telephone Head of Department, Mr B. Evans, to arrange preview.

RELIGIOUS EDUCATION

Posts of Responsibility

ST WILLIAM OF YORK RC (SB)
Gifford Street, London N1 0DE
Tel: 01-607 4157
Roll: 435
Headmaster
Catholic teacher required for a temporary appointment of two terms as from 1st January, 1981 to join the Religious Studies department. Ability to teach to 'A' and 'O' level standard an advantage. Courses in all subjects lead to CSE or GCE. The appointment carries a Scale 2 allowance for suitable candidate.

PECKHAM SCHOOL (SG)
Peckham Road, London SE15 5DZ
Tel: 01-703 4417
Required January, 1981:
Teacher to be second in RE Department (Scale 2). CSE, 'O' level and 'A' level work required. The school has its own interesting CSE Mode 3 syllabus.

REMEDIAL WORK

Head of Department

HURLINGHAM SCHOOL (SG)
Peterborough Road
London SW6 3ED
Tel: 01-731 2581
Roll: 960
Headmistress: Mrs Ruth Clarke
Required in January:
Acting Head of Remedial Education (Scale 3). Possibility of permanency.

SCIENCE

Post of Responsibility

CLISSOLD PARK (SM)
Clissold Road, London N16 9EU
Tel: 01-254 0548
Head Teacher: Robin Chambers
Required for January:
Science teacher with special responsibility for Physics. Temporary Scale 2 allowance.

Scale 1 Posts

BACON'S CE (SM)
Dolaford Road, London SE16
Tel: 01-237 5243
Headmaster
Required for January:
A teacher of Biology. The school insists upon and achieves a high standard of appearance, dress and discipline which staff are expected to support.

Please apply in writing quoting names and addresses of two referees.

BISHOP THOMAS GRANT RC (SM)
Belltrees Grove
Streatham, London SW16 2HY
Tel: 01-769 3294
Roll: 1,400
Headmaster
Required for one year from January, 1981:
Temporary Physics teacher. Teaching up to 'O' level with possibility of sixth form work.

ST MICHAEL'S RC (SM)
John Felton Road
London SE16 4UN
Tel: 01-237 6432
Roll: 629
Headmistress: Sr Ann Hoskison
Required as soon as possible:
General Science teacher, able to teach all years. Assisted travel where applicable.

For Catholic applicants who are willing to take on pastoral responsibilities an extra scale is available.

SEDGEHILL (SM)
Sedgehill Road
Catford, London SE6 3QW
Tel: 01-698 8753/8911
Roll: 2,000
Headmaster
Required for January, 1981:
Teacher for Physics, with possibly some Chemistry. GCE/CSE work available.

For further particulars and an application form please write or phone the Secretary.

MUSIC

Head of Department

GEORGE GREEN'S SCHOOL (SM)
Manchester Road, London E14 3DW
Tel: 01-987 6032
Roll: 750
Headmaster: Mr Wilkinson
Required for January, 1981:
Head of Music (Scale 3) to be responsible for the development and organization of all aspects of musical activity and learning. There is a tradition of cooperation with the Drama department. Initially some teaching, preferably English, would be required.

Closing date: 17th October.

Post of Responsibility

DICK SHEPPARD (SM)
Tulse Hill, London SW2 2QA
Tel: 01-674 9421
Roll: 1,200
Head Teacher: Mrs M. B. Broadley
Required as soon as possible:
Second in charge of Music department (Scale 2). Re-advertisement. To become actively involved in the choral and orchestral work of the school.

Prospective applicants are invited to visit the school informally by appointment with the Head of Music (Mr Freemantle), within 10 days of the appearance of this advertisement.

TECHNICAL STUDIES

Scale 1 Posts

CLAPHAM COLLEGE RC (SB)
Malwood Road
London SW12 8EN
Tel: 01-673 7122
Headmaster
Required as soon as possible:
Teacher of Design Technology.

ELLIOTT (SM)
Pullman Gardens
London SW15 3DG
Tel: 01-788 3421
Roll: 1,500
Headmaster: G. Rospigliosi
Required January:
Teacher of Design and Technology. Interest in Graphic Communications an advantage. Excellent facilities. The school has a Media Resources Officer and Workshop Technician.

OTHER POSTS

Posts of Responsibility

LAMBETH UNIT FOR DISRUPTIVE PUPILS
One teacher (Scale 3—2 i/c Unit) and two teachers (Scale 2) are required for a centre for up to 24 disruptive secondary pupils to be housed in premises at the junction of Rectory Grove and North Street, SW4. There is a director at Scale 4. The pupils will be mainly older secondary and applicants should have had some experience in this field, preferably able to teach more than one subject and able to join the team to provide the pupils with a positive socialising and educational experience. In the case of serving ILEA teachers it may be possible for a period of secondment to this post to be arranged.

Application forms from Divisional Officer (T8), Divisional Office 9, 50 Acre Lane, SW2 5SS.

SAYERS CROFT RURAL CENTRE
Deputy Warden (Scale 3). See "Rural Studies, Surrey".

Scale 1 Post

SIR PHILIP MAGNUS SCHOOL
On Site Unit for Disruptive Pupils
Required for January, 1981:
Scale 1 teacher with acting Scale 2 allowance to be responsible for the running of an on site unit for disruptive boys aged 11-16 at Sir Philip Magnus School, Islington.

Application forms available from Divisional Office, North Star House, 556-564 Holloway Road, N7. Telephone 272 7727, ext. 94. The closing date for receipt of applications is Thursday, 17th October, 1980.

PRIMARY SCHOOLS

Deputy Headships

CORPUS CHRISTI RC (JM & I)
Trent Road
Brixton Hill, London SW2 5BD
Tel: 01-274 4722
Headmistress
Required as soon as possible:
Deputy Head (Group 3). Candidates must be practising Catholics and have the Catholic Teacher's Religious Certificate.

Application forms obtainable from the school and returnable to: Rev Correspondent, 11 Trent Road, London SW2.

FOX (JM & I)
Kensington Place, London W8
Tel: 01-727 7677
Required for January, 1981:
Deputy Head to develop science and technology learning throughout the school and to introduce top juniors to elementary computer studies.
Closing date: 15th October.

HOLY CROSS RC (JM & I)
Ashington Road
Fulham, London SW6 3QJ
Tel: 01-736 1447
Suitably qualified and experienced practising Roman Catholic required for the post of Deputy Headteacher with effect from January, 1981. Burnham Group 4 plus Inner London Allowance.

Application forms to be obtained from and returned to the Correspondent Secretary at the above address. Please state name and address of Parish Priest for reference purposes.

HOLY TRINITY CE (JM & I)
Beechwood Road, London E8 3DY
Tel: 01-254 1010
Headmistress
Required for January, 1981:
Deputy Headteacher. Must be committed Christian.

Posts of Responsibility

ALBEMARLE (JM & I)
Albert Drive, London SW19 6JP
Tel: 01-788 5170
Headmistress
Teacher of Mathematics (Scale 2).
Required as soon as possible:
Experienced person preferred to develop and extend the mathematics teaching in the school.

BRAMBER NURSERY SCHOOL
Bramber Road
Fulham, London W14 9PA
Tel: 01-385 8489
Roll: 70 full-time, 66 part-time children
Headmistress: Mrs J. Richards
Required as soon as possible:
Scale 2 post for an experienced teacher to be responsible for music within the three full-time classrooms.

COLVILLE PRIMARY (JM & I & N)
Lonsdale Road, London W11
Tel: 01-229 6840
Head Teacher: Mrs F. Bromberg
(Re-advertisement)
Required January, 1981:
An experienced nursery trained teacher (Scale 2) for off site nursery class (26 children, FT) part of Colville Nursery Centre. Successful candidate will work closely with all staff of the Centre and the nursery staff in the main building. Should be interested in and willing to foster developing close contact with parents and local community.
Visits essential.

GALLIONS MOUNT PRIMARY SCHOOL
Purrett Road, Plumstead SE18 1JR
Tel: 01-854 2691
Headmaster: Mr R. P. Jeffkins
Required as soon as possible:
Enthusiastic Infant teacher (Scale 2) for Music. The ability to play the piano and help with the music in the infant classes is essential. He/she will also be required to assist organize infant resources.

GATEWAY JMI
Capland Street, London NW8
Tel: 01-723 5668
Headmaster
Required:
Experienced teacher for PE/Boys' Games/School Journeys (Scale 2), with responsibility for AVA equipment.

Application forms from the Secretary.

GRINLING GIBBONS (JMI)
Clyde Street, London SE8 5LW
Tel: 01-692 4907
Headmistress
Required:
Junior teacher (Scale 2) with responsibility for mathematics throughout the school. Willingness to stress boys' games an advantage.

HUNTINGFIELD JM & I
Parkstead Road
Roehampton, London SW15
Tel: 01-876 9444
Headmaster: Mr I. G. B. Till
Required as soon as possible:
Teacher, preferably Junior (Scale 2), to be responsible for Music.

NOTRE DAME RC (JM & I)
Eglinton Road
Woolwich, London SE18 3ST
Tel: 01-854 0585
Headmistress: Mrs J. Grant
Required as soon as possible:
Experienced teacher to take responsibility for Mathematics throughout the school. Scale 2 post available. Applicant must be a practising Catholic.
Visit to the school essential.

ST ANDREW'S RC (JMI)
Polworth Road
Streatham, London SW16 2ET
Tel: 01-769 4980
Headmaster
Required for January, 1981:
Practising Catholic teacher for boys' games and school journeys, interest in another area, e.g. science or AVA an advantage. Scale 2 post for suitable applicant.
Preliminary visits essential.

ST CHARLES' RC (JM & I)
St Charles' Square
London W10 6EB
Headmaster
Tel: 01-969 5566
Required for January, 1981:
Teacher (Scale 2) with responsibility for Junior class and developing science throughout school. Practising Catholic.

SURREY SQUARE (JM)
Surrey Square, London SE17 2JY
Tel: 01-703 3049
Headmaster
Required for January:
Class teacher (Scale 2) with an interest in Music.

Scale 1 Post

ST. JOAN OF ARC R.C. (JMI)
Northolme Road, Highbury
London N5 2UX
Telephone : 01-226 3920
Head Teacher : Mr K. A. O'Shea
Required for January 1981
An enthusiastic Catholic Teacher for Junior class. Possibility of Scale 2 for suitable candidates.
Please state interests.

Part-time Post

NORMAND PARK INFANTS' SCHOOL
Lillie Road
Fulham, London SW6 7SR
Tel: 01-385 6342
Headmistress: Mrs I. I. Cousin
Required as soon as possible:
Remedial teacher (0.5). Music essential.

SPECIAL EDUCATION

BOARDING SCHOOLS

Posts above Scale 1

PINE END SCHOOL
Colley Lane, Reigate, Surrey
Tel: Reigate 45063
Group 3S
Roll: 27 girls, 9-16 years
Maladjusted
Required:
Teacher (Scale 2S). Art and/or remedial subjects. Previous experience with maladjusted pupils would be helpful. Additional duties required up to 15 hours per week (max. av. in term time). Allowance payable £1,188 p.a. (under review) London Fringe Allowance £213 p.a.

Scale 1 plus S.S.A.

GRAFHAM GRANGE SCHOOL
Bramley, Guildford, Surrey
Tel: Guildford (0483) 892214
Group 4
Roll 40 boys, aged 10-16
Maladjusted
Required January, 1981:
Teacher to teach general subjects. Ability to offer some work to CSE an advantage. Residential accommodation available for both married or single applicants at a standard charge. 15 hours additional duties (max. av. in term time) per week required. £1,188 p.a. allowance payable. £213 London allowance (fringe area) payable.

PINE END SCHOOL
Colley Lane
Reigate Heath, Surrey
Tel: Reigate 45063
Group 3S
Roll: 27 girls, 9-16 years, maladjusted
Required:
Teacher to teach general subjects (including Art if possible). Previous experience with maladjusted pupils would be helpful. Additional duties required up to 15 hours per week (max. av. in term time). Allowance payable £1,188 p.a. (under review) London Fringe Allowance £213 p.a. payable.

DAY SCHOOLS

Posts above Scale 1

GRIFFIN MANOR SCHOOL
Plumstead High Street
London SE18 1SL
Tel: 01-854 3905
All aged autistic
Required:
Teacher (Scale 2S) for small class of children with varying degrees of educational difficulties to be responsible for the language development programme throughout the school.

NEW WOODLANDS SCHOOL
Shroffold Road
Downham, Bromley, Kent
Tel: 01-697 3405
All age, mixed, maladjusted (Scale 2S). General subjects plus curriculum coordination.
Closing date: 17th October, 1980.

NORTH CROFT (MAL)
Hackow Road, London W12
Tel: 01-749 6845
5-16 years, mixed, maladjusted
1.
Required January, 1981:
Teacher (Scale 2S) with responsibility for PE throughout the school.
2.
Required as soon as possible:
Second Master/Mistress. Deputy Head salary (Group 7S). This is a senior post involving responsibility for girls' welfare within the school.

DOWNSVIEW SCHOOL
Downs Road, London E5 8QP
Tel: 01-985 6833
Day ESN(M)
Required for January, 1981:
Art Specialist, to develop subject across age range.
Visits essential and welcome.

Cheshire

Application forms (send s.a.e.) unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

Required for 1st January 1981 unless otherwise stated.

DEPUTY HEADS

SECOND DEPUTY HEAD (GROUP 10)

St. Nicholas RC High,
Greenbank Lane, Hartford, Northwich, CW8 1JW.
Required at this well established 5 F.E. 11-18 Comprehensive.

Applications will only be considered from practising Catholics.

HEADS OF DEPARTMENT

HEAD OF RELIGIOUS EDUCATION—SCALE 4

All Hallows Catholic High,
Brooklands Avenue, Macclesfield.
Telephone: Macclesfield 26138.
11 to 18 years mixed Comprehensive,
960 pupils on roll.

A practising Catholic Teacher to lead the staff of the RE Department. The Department is well equipped and courses are fully organised to "A" level. The person appointed will be able to further the religious life of the school and co-operate with the School Chaplain in extending the ideals of this Christian Community. Return forms by 22nd October, 1980.

HEAD OF MUSIC—SCALE 3

Dean Row County High,
Dean Row Road, Wilmslow.
Telephone: Wilmslow 527911.
Formerly Wilmslow Girls Grammar,
now co-educational and comprehensive in first two years.

Active Department with much choral and instrumental work. Teaching includes "O" and "A" level. Return forms by 24th October, 1980.

SCALE 2 POSTS & ABOVE

GIRLS PHYSICAL EDUCATION—SCALE 2

Bewsey County High,
Clapgates Road, Warrington.
Telephone: Warrington (0925) 32740.
Group 10, No. on Roll 700.
11-16 recently formed comprehensive.

Excellent facilities exist in the form of two gymnasia, playing fields and netball and tennis courts.
This is a re-advertisement and previous applicants will receive consideration at this time. Closing date 24th October, 1980.

COMPUTER STUDIES AND MATHEMATICS—SCALE 2

Richard Fairclough County High,
Knutsford Road, Warrington, WA4 1HP.

To be responsible for the development of Computer Studies Courses in Years 4/5 and to make a contribution to the organisation of the Mathematics Department. Recently purchased computer and equipment available.

SCALE 1 POSTS

ENGLISH

Dean Row County High.
For school details see under Heads of Departments.

To teach throughout the school at "O" and "A" level. Permanent or temporary for two terms.
Return forms by 24th October, 1980.

MATHEMATICS

Tarporley County High,
Eaton Road, Tarporley.

Well established courses to C.S.E., "O" level and "A" level running in the school and opportunity to share in teaching programme at all ages will be available to suitably qualified candidate.
Closing date 24th October, 1980.

MATHEMATICS

Grange County Comprehensive,
Regent Street, Ellesmere Port, South Wirral,
L65 8EJ.

Required for 1st January, 1981 or as soon as possible thereafter. To teach the subject across the age and ability range in this established 11-18 comprehensive of 1,161 pupils. Closing date 24th October, 1980.

MATHEMATICS

King's Grove County High,
Buchan Grove, Crewe.

Throughout the school.
Required as soon as possible.

ECONOMICS

Upton-by-Chester County High,
St. James Avenue, Chester.

At "A" level together with some History in the main school. Apply by letter to the Headmaster as soon as possible—closing date 17th October, 1980.

HOME ECONOMICS/NEEDLEWORK

Norton Priory Comprehensive,
Castlefields, Runcorn, WA7 2NT.
Telephone: Runcorn 63621.

Temporary post with possibility of permanent position eventually. S.P.A. Allowance payable.
Completed application forms to be returned by 24th October, 1980.

CHEMISTRY

Woolston High,
Holes Lane, Woolston, Warrington, WA1 4LS.
Telephone: Padgate 816848.

Required for January or April 1981, graduate of Chemistry to share the work of a vigorous department and to include "A" level teaching.
Closing date 20th October, 1980.

1. CRAFT, DESIGN & TECHNOLOGY. 2. ENGLISH

Poynton County High,
Yew Tree Lane, Off Dickens Lane, Poynton,
Telephone: Poynton 71811.

(1) A special interest in technical and engineering drawing may be an advantage. Teaching available up to and including "A" level.
(2) Within a large and successful Department.
Closing date 17th October, 1980.

SECONDARY
Modern Languages
continued

Scale 1 Posts

BARNET
(London Borough of)
COPTHALL SCHOOL
Page Street, Mill Hill, N.W.7
01-959 1937
(Six-form Entry Girls' Comprehensive; Roll 1,000; Sixth Form 150)
Required January, 1981, FRENCH/GERMAN TEACHER, Scale 1, to share in work of large department. Courses to C.S.E., "O"/"A" levels.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances. Assistance may also be sometimes possible with a limited amount of temporary housing, dependent upon availability. Priority will be given to teachers of certain shortage subjects.
Apply in writing to Head Teacher with full curriculum vitae and names of two referees. S.A.E.
Director of Educational Services.

BARKING AND DAGENHAM
(London Borough of)
BARKING ABBEY COMPREHENSIVE SCHOOL
(Roll 1,350)
Sandringham Road, Barking
Required for January, 1981: MODERN LANGUAGES to teach FRENCH throughout the school. Scale 1.
London Addition £759 p.a. Reimbursement of removal expenses in approved cases.
Application forms available (S.A.E.) from the Headteacher.

BIRMINGHAM
HANDSWORTH GRAMMAR SCHOOL
Boys Lane, Birmingham B21 9ET
Voluntary aided, 750 boys
The school admits a selective intake from the whole city and has a Sixth Form of 150. Required for January: TEACHER of FRENCH. The post would suit recently qualified applicants. Examination work is available.
Applications by letter (no forms) to the Head as soon as possible stating full curriculum vitae, extra-curricular interests, and names of referees. Applications for a temporary appointment would be considered.

BRADFORD (City of)
METROPOLITAN COUNCIL
RHODESWAY SCHOOL
Required for January 1981, at this 13-18 Co-educational Upper School, a TEACHER of FRENCH (Scale 1). "A", "O" and C.S.E. work available. Ability to teach German to at least "O" level is desirable but not essential.
Application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP, and should be returned to the Head Teacher, Rhodesway School, Oaks Lane, Allerton, Bradford BD15 7RU, by October 22 1980.
Reference ET 54680/TES.

CAMBRIDGESHIRE
PETERBOROUGH AREA
COUNTY GIRLS' SCHOOL
Cobden Avenue,
Peterborough PE1 2NY
(Group 10; Roll 760)
GERMAN TEACHER (Scale 1)
Required for January 1981:
A well qualified TEACHER of FRENCH with subsidiary GERMAN. There are Certificate of Secondary Education Level Courses in these languages. The Modern Languages Department has a staff of six full-time staff and three Foreign Assistants.
There is a possibility of assistance being given with housing in appropriate cases.
Please apply by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Head Teacher, Miss R. E. Roberts, B.A., at the above address immediately.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for Removal Expenses
ST-STEPHEN-IN-BRANNEL SCHOOL.
Rectory Road, St. Stephen,
St. Austell.
Group No: 9
No. on roll: 726
Headmaster: Mr. G. J. Pearce, BA, FRGS.
MODERN LANGUAGES—Scale 1.
Required for January 1981: ASSISTANT TEACHER for GERMAN (to "O" level) and French (to C.S.E. level) in this 11 to 16 Comprehensive school. Excellent facilities make this an attractive post for a committed teacher.
Please apply by letter, including curriculum vitae and names and addresses of two referees, to the Headmaster within two weeks of the appearance of this advertisement.

DERBYSHIRE
EDUCATION COMMITTEE
BEMROSE SCHOOL
Uttoxeter Road, Derby
(1,300 Mixed Comprehensive 11-18 years)
Group 12
Wanted for January 1981, temporary or permanent TEACHER of FRENCH. Scale 1. Teaching to "O" level and C.S.E. and possibly some "A" level work for suitable candidate.
Letters of application with names of two referees immediately to the Headmaster, from whom further particulars may be obtained.

DEVON
See block advertisement on page 57.

DORSET
BEAMINSTER SCHOOL,
Beaminster
FRENCH SPECIALIST required January, willing to offer other subject(s).
Combined with post as part-time resident assistant House Tutor in boarding house (27 girls 11 to 18) for which annual supplement of £1,198 is payable.
Allowances for sleeping-in and meals on duty; deductions for board and lodging.
Apply by letter, with curriculum vitae and names and addresses of two referees, to Headmaster.

ESSEX
BRAYS GROVE SCHOOL
(Roll 1,080)
Tracyes Road, Harlow CM18 6JH
(Tel.: Harlow 39161)
MODERN LANGUAGES—GERMAN, Scale 1
Required January, 1981, TEACHER of GERMAN. "Vorwarts" course. Main foreign language.
NOTLEY HIGH SCHOOL
(Roll 1,134)
Notley Road, Braintree
(Tel.: Braintree 23601)
Scale 1—FRENCH / ENGLISH / HUMANITIES.
Required January. FRENCH TEACHER with some ENGLISH/HUMANITIES all in lower school. Possibly suit primary-trained teacher.
For both posts—curriculum vitae and names of referees to the Head Teacher concerned (foolscap S.A.E., please).

GLOUCESTERSHIRE
KATHARINE LADY BERKELEY'S SCHOOL
Wotton-under-Edge
Required for January, TEACHER of FRENCH throughout the school to "A" level. Scale 1.
Second language German desirable but not essential.
Interest in games a recommendation but not a requirement.
Apply by letter giving full details of qualifications and names of two referees to the Headmaster.

HAVERING
(London Borough of)
EMERSON PARK SCHOOL
(Roll 1,050 Co. Ed.—Sixth Form 165)
Wych Elm Road, Wingletye Lane, Hornchurch. Essex
Telephone: Hornchurch 43775
Headteacher: J. A. Fowler, M.A.
FRENCH, Scale 1/2.
For further details please see our display advertisement under Secondary Vacancies.

HERTFORDSHIRE

PARMITER'S SCHOOL

High Elms Lane, Garston,

Near Watford

Voluntary Aided, mixed all ability
Founded 1681

Garston 71424

Required January, FRENCH GRADUATE, to teach up to "O" and "A" levels. Scale 1 plus London fringe allowance £213. Parmiter's School is carrying out a phased move from London to Hertfordshire. The new school is expanding by 150 pupils per annum and has years one to four at present. Final roll will be c 860-900.
At first the appointment will be for two terms requiring two days in the London school and three days in the Garston school.
There will then be the possibility of a full-time post in the Garston school from September.
Help will be given with travel costs to and from the London school.
Apply to Headmaster giving curriculum vitae and details of two referees.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
THE IMMINGHAM SCHOOL
Carver Road, Immingham
Roll 1,750 Mixed 11-19 Group 13
Headmaster: Michael Roper
Required for January, 1981:
ASSISTANT TEACHER OF MODERN LANGUAGES. Suitably qualified person is required to assist in the teaching of French and/or German and/or Spanish to all levels in this very successful department.
The school with excellent buildings and facilities, is a fully established comprehensive with a sixth form of 140.
Application forms and further information obtainable from the Head Teacher at the school to whom they should be returned within 10 days of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

MEDWAY DIVISION

CHATHAM, WALDERSLADE SECONDARY SCHOOL FOR GIRLS
Bradfields Avenue
(Roll 835)
Enthusiastic TEACHER of FRENCH required as soon as possible to join well-established department in this Secondary Modern School. Ability to teach French throughout school to C.S.E. and G.C.E. "O" level. Would suit experienced candidate but applications from college leavers welcomed.
Letter of application, together with curriculum vitae and two referees to the Headmistress at the school.

SHEPWAY DIVISION

SOUTHLAND'S SCHOOL
(founded 1610)
New Romney
Southland's School is a well-developed 11 to 18 Comprehensive School with about 1,600 boys and girls, taking all the children of Romney Marsh.
A TEACHER of GERMAN (Scale 1) is required as soon as possible. An ability to help with French would be an advantage. This post provides opportunities for work at examination level and with younger pupils.
Apply by letter to the Headmaster at the school (no forms) giving details of qualifications, experience and interests and the names of two referees.

NOTTINGHAMSHIRE
EDUCATION DEPARTMENT
COUNTY COUNCIL
Applications are invited from suitably qualified TEACHERS for the following post:
DAYNCOURT COMPREHENSIVE SCHOOL
Cropwell Road, Radcliffe on Trent
Nottingham NG12 2FQ
Headmaster: P. J. Andrew, B.Sc.
Mixed: 1,400 (11 to 18)
For January, TEACHER (Scale 1) of FRENCH to all levels in this well-established school.
Temporary appointment considered.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

OXFORDSHIRE

COUNTY COUNCIL

LORD WILLIAMS'S SCHOOL
Oxford Road, Thame

Required from October 27 until probably Easter 1981 due to maternity leave, a TEMPORARY TEACHER of MODERN LANGUAGES (Scale 1).

An ability to teach French up to "A" level essential, ability to teach German to "O" level needed, preferably up to "A" level.

Please apply to the Principal for further details, by letter or telephone. Thame 2000.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDRINDOD HIGH SCHOOL
Llandrindod Wells
Required for January 1, 1981, or as soon as possible thereafter, a TEACHER of FRENCH, to assist in the teaching of the subject throughout the school. Scale 1, although for a suitably qualified and experienced teacher there is the possibility of a Scale 2. (Ref. 312).
Application forms and further particulars obtainable from the Headteacher, to whom completed forms should be returned as soon as possible.

REDBRIDGE
(London Borough of)
ILFORD COUNTY HIGH SCHOOL FOR BOYS
Fremantle Road, Barkingside
Ilford, Essex IG6 2JB
Telephone: 01-550 2581
Head: J. A. Evans, B.A.
Required for January, 1981, or as soon as possible thereafter a suitably qualified GRADUATE to teach FRENCH and ENGLISH in this selective boys' grammar school. Scale 1 with Outer London Allowance payable.
Please apply by letter to the Head at the School as soon as possible giving details of age, education, qualifications and experience (if any) and the names and addresses of two referees.

REDBRIDGE
(London Borough of)
VALENTINES HIGH SCHOOL
Cranbrook Road, Gants Hill
Ilford IG2 6HX
Required in January 1981, TEACHER of GERMAN and FRENCH with opportunity for Sixth Form work in German.
For further details please see under Secondary Modern Languages, Posts on Scale 2 and above.

SUTTON
WALLINGTON HIGH SCHOOL FOR GIRLS
Woodcote Road, Wallington,
SM6 0PH
Telephone: 01-647 2380
Headmistress, Miss G. Vanstone, B.A.
MODERN LANGUAGES, Scale 1.
Required January, 1981, for this selective girls' school, a TEACHER to teach FRENCH to "A" level and SPANISH to "O" level, with the possibility of "A" level work for a suitably qualified candidate. Scale 1.
Letters of application as soon as possible to the Headmistress, giving the names of two referees.

WALTHAM FOREST
(London Borough of)
The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.
Required for January 1981:
LEYTON MANOR HIGH SCHOOL
Rickley Road, Leyton, E.10
Head Teacher: Miss A. Doran
ASSISTANT FRENCH TEACHER (Scale 1) required in this comprehensive high school for pupils aged 11 to 14 years (530 on roll).
Groups for French are set, and the Longman's French course is used. An interest in the organization of continental visits and exchanges would be welcomed.
Application form and further details available on receipt of S.A.E. from Head Teacher to whom they should be returned, as soon as possible.

Music

Heads of Department

ESSEX
WEST HATCH HIGH SCHOOL
Group 12
(Roll 1,312)
High Road, Chigwell
(Tel.: 01-501 8216)
Scale 2, HEAD OF MUSIC DEPARTMENT.
Required January, 1981, experienced and enthusiastic TEACHER to take charge of subject.
Curriculum vitae and names of referees to the Head Teacher (foolscap S.A.E., please).

HAMPSHIRE
BRIGHTON HILL SCHOOL
Brighton Way, Basingstoke
Required January 1981:
HEAD OF MUSIC DEPARTMENT
(Scale 3)
Recently extended mixed comprehensive school. Excellent purpose-built music suite about to be commissioned.
Applications direct to Headmaster.
Telephone enquiries welcomed: Basingstoke 50606.

HEREFORD AND WORCESTER

COUNTY COUNCIL

HAYWOOD HIGH SCHOOL

Stanberrow Road, Hereford, HR2 7NG

Scale 3 HEAD of MUSIC required from 1st January, 1981.

Comprehensive—Mixed — 11 to 16—Roll 1,120).

Application forms and further details can be obtained from the Head on receipt of a foolscap S.A.E.

MERTON
(London Borough of)
EDUCATION COMMITTEE
EASTFIELDS HIGH SCHOOL
Acacia Road, Mitcham
Surrey CR4 1SP
Acting Head Teacher:
Mr D. J. Dunham
Tel. 01-648 6627
Age range: 13-18 years
Number on Roll: 683
A HEAD of MUSIC, Scale 2 or 3, required for January 1981, to re-establish Music in this 13-18 Boys' High School. An enthusiastic Musician is required where the emphasis should be on all aspects of music making as well as examination work.
London Allowance £759. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application form and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
Closing date October 17 1980.

Other Posts on Scale 2 and above

BRADFORD (City of)
METROPOLITAN COUNCIL
PLAYER/TEACHER OF GUITAR
An experienced TEACHER of GUITAR is required for January, 1981, or earlier if possible. Duties include teaching small groups of children in schools, presenting demonstration concerts in schools, and coaching ensembles in one of the authority's Music Centres on Saturday mornings.
A Scale 2 salary is available for qualified teachers, but applications from professional musicians with teaching experience will be welcome. Such teachers will receive salary in accordance with a special instructors' rate (£4,924 to £7,888).
Further details can be obtained from Mr N. Wells, Head of Instrumental Music (telephone Bradford 493638).
Application forms may be obtained from the Directorate Personnel Office, Fourth Floor, Provincial House, Market Street, Bradford BD1 1NP, and should be returned to Mr Wells, c/o T. P. Davies Centre for Teachers, Rosemount, Clifton Villas, Manningham Lane, Bradford, BD8 7DX, by October 24, 1980.
Reference ET 55880/TES.

CAMBRIDGESHIRE
PETERBOROUGH AREA
DEACON'S SCHOOL
(Voluntary Controlled Comprehensive, 11 to 18)
Queen's Gardens, Peterborough PE1 2UW
Telephone: Peterborough 62461
Group 10. Roll 714
MUSIC: MASTER/MISTRESS required for January, 1981, to take charge of this subject which is taught to examination level.
Scale 2 post. Scale 3 available for a suitably experienced candidate.
A well qualified person is looked for who will maintain the school's tradition of high standards.
There is a possibility of assistance being given with housing in appropriate cases.
Application by letter enclosing curriculum vitae and the names and addresses of two referees should be sent to the Headmaster, Mr. M. W. Parkin, M.A., at the above address within seven days of the appearance of the advertisement.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
THE WILLIAN SCHOOL
Radburn Way, Letchworth, Herts
Group 10
Required for January, 1981, a TEACHER to take responsibility for MUSIC in the school. A choir, a band and major musical productions are well established features of school life. Scale 2 for a well qualified experienced candidate. Resourceful although less experienced candidates will also be considered.
Apply by letter to the Headmaster at the school, including the names of two referees.

HILLINGDON
(London Borough of)
WOODWIND TEACHER, FLAUTIST
Required for January 1981 to teach all Woodwind instruments from elementary level and Flute to advanced level, Grade VIII and above.
The post involves teaching for four days, and performing with the Borough Wind Quintet in Schools on the fifth day. Scale 2 post available for suitably qualified applicant.
Application forms from and returnable to the Director of Education, Civic Centre, Uxbridge, Middlesex (Telephone Uxbridge 50 1671).
London Allowance Payable.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

THANET DIVISION—
INSTRUMENTAL MUSIC SCHEME

BRASS TEACHER, Scale 2
Applications are requested for the above post. Applicants should be experienced players and teachers and duties will include teaching of brass instruments in the county's secondary schools and at the Music Centre as well as being responsible for the wind and brass work in the division.
Travelling expenses will be paid according to the county rate.
An application form and further particulars can be obtained from the County Education Officer, The Kent Music Centre, The Master's House, College Road, Maidstone ME15 6YQ. Please telephone 0622 50885.
Interviews will take place during the week October 20, 1980.

SHROPSHIRE
EDUCATION COMMITTEE
STIRCHLEY COUNTY MIDDLE SCHOOL
(9-13 years)
District Centre, Stirchley
Telford TF3 1FD
MUSIC SPECIALIST required for January, 1981. An ability to lead across a broad range of musical activity is essential; an interest in the wider curriculum of the school is desirable.
A Scale 3 post is available for a suitable applicant.
Further details and application forms (send S.A.E.) from the Head.

Scale 1 Posts

CROYDON

(London Borough of)

OVERBURY HIGH

Overbury Crescent

New Addington

Croydon CR9 0AS

Telephone: 66-42132/5

Tenable: January 1, 1981 or earlier if possible.

MUSIC TEACHER required in this 11 to 14 High School. A wide range of instrumental work is taught, including a brass band and orchestra.
Salary: Burnham Scale 1 or 2 with London Area Allowance.
Please send S.A.E. for application form, from, and returnable to, the Head Teacher at the above address as soon as possible.

CROYDON

(London Borough of)

PURLEY GIRLS' HIGH

Stoneyfield Road, Old Coulsdon

Surrey CR5 2YG

Telephone 71-61101/3

Tenable January 1, 1981

MUSIC TEACHER required for this 14-18 Girls' Comprehensive School. C.S.E., "O" and "A" level courses are offered together with a programme of general music. Readiness to assist with a variety of musical activities is essential and the ability to offer another subject desirable. This is a full-time post but applications would be welcomed from those seeking part-time.

Salary: Burnham Scale 1 with London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

CUMBRIA
COUNTY COUNCIL
PERIPATETIC INSTRUMENTAL TEACHER
Applications are invited for appointment as a full time TEACHER of VIOLIN/VIOLA. Burnham Scale 1.
The person appointed will be part of a team of teachers working in Carlisle and North Cumbria schools within the Authority's instrumental instruction under the supervision of the music adviser.
Application forms and further details from the Director of Education, 5 Portland Square, Carlisle. Closing date October 24th, 1980.

SECONDARY
Music
continued

CUMBRIA
COUNTY COUNCIL
ST. AIDAN'S SCHOOL
Carlisle
Fully comprehensive mixed school with 1,250 on roll 11 to 18 years with sixth form of 180 organised pastorally in 5 horizontal schools and academically in 7 faculties: FACULTY OF CREATIVE ARTS—DEPARTMENT OF MUSIC
(Re-advertisement)
Required for January 1981. Due to promotion. A MUSIC SPECIALIST, Scale 1, with varied talents and a broad taste to share teaching up to "A" level.
Experience with wind and brass instruments, ability to train a flourishing boy's choir and an interest in teaching some modern drama would be an advantage but is not essential. However an appreciation of the potential for music in the comprehensive curriculum is.
Previous applicants will be given further consideration and need not re-apply.
Application forms and further details from the Head at the school. (S.A.E. please).

DEVON
See block advertisement on page 57.

ESSEX
NOTLEY HIGH SCHOOL
(Roll 1,134)
Notley Road, Braintree
(Tel.: Braintree 23601)
MUSIC SPECIALIST. Scale 1.
Required as soon as possible. MUSIC SPECIALIST for lower school. Help with choir and teaching any instrument welcome.
Curriculum vitae and names of referees to Head Teacher (foolscap S.A.E., please).

HAMPSHIRE
COUNTY INSTRUMENTAL TEACHING STAFF
Full-time CELLO TEACHER required as soon as possible. Part-time CELLO TEACHER also required.
Both posts in Southern part of County. Burnham Scale or Hampshire Instructor's Scale according to qualifications and experience. Car essential.
S.A.E. to Head of County Instrumental Teaching Service, County Music Centre, Gordon Road, Winchester, Hants SO23 7DD for details as soon as possible. Telephone: Winchester 61502.
Applications to be returned within ten days of this advertisement.

HERTFORDSHIRE

WESTFIELD SCHOOL
Tolpits Lane, Watford

Roll: 800 girls, all-ability

Required January part-time TEACHER of MUSIC (three days) to teach up to C.S.E. and "O" level as well as Junior Classes. There are thriving choral and instrumental groups in this lively department, and the successful applicant will be expected to contribute to the running of these. Pianistic competence is essential.

Scale 1 plus London fringe allowance £213.

Apply by letter to Headmistress giving curriculum vitae, names and addresses of two referees enclosing s.a.e.

LIVERPOOL

ASSISTANT
SCALE 1/2 MUSIC

ALSOP COMPREHENSIVE

SCHOOL (Boys)
Queens Drive, Liverpool,
L4 6SH

Required for January.
Music is taught in the first 3 years and as a General Studies subject in the 6th Form.

Scale 2 post available for a suitably qualified candidate.

Forms available from (S.A.E.) and returnable to the Headteacher quoting ref. P+M 722 (b) by 20th October, 1980.

LONDON
KING ALFRED SCHOOL
See Independent Schools.

RICHMOND UPON THAMES
(London Borough of)

WALDEGRAVE SCHOOL
Fifth Cross Road
Twickenham, Middlesex

A temporary part-time TEACHER of MUSIC is required from January to teach whole classes and to share in the musical life of the school.

Please apply by letter, as soon as possible, to the Head Teacher, Waldegrave School for Girls, Fifth Cross Road, Twickenham. TW1 4LT.

TRAFFORD
(Metropolitan Borough of)
EDUCATION DEPARTMENT
Full time CELLO TEACHER Scale 1
Duties will include primary and secondary tuition and opportunities for Youth Orchestra and Music Centre teaching.
Forms available from and returnable to the Chief Education Officer, Town Hall, Sale, Cheshire M33 1ZF. Telephone: 061-973 2253 Ext. 261.

Pastoral

Heads of Department

KNOWSLEY
(Metropolitan Borough of)
ST. EDMUND ARROWSMITH R.C. COMPREHENSIVE SCHOOL
Scotchbarn Lane, Whiston,
Prescot, Merseyside L35 7JD
1,750 Boys and girls, 11-18.
1st January 1981: HEAD of YEAR, Scale 3.
For application form and further details send S.A.E. to Headmaster, to whom completed forms should be returned within 14 days.

NORTH YORKSHIRE
COUNTY COUNCIL
ACOMB SECONDARY MODERN SCHOOL
Cornlands Road, Acomb,
York YO2 5DX.
Required for April, 1981.
HEAD OF UPPER SCHOOL
Scale 4.
This is a new post and further information is available from the Head Teacher (S.A.E. please) to whom completed applications should be sent by Friday 24 October.

Physical Education

Heads of Department

BARKING AND DAGENHAM
(London Borough of)
EASTBURY COMPREHENSIVE SCHOOL
(Roll 1,040)
Dawson Avenue, Barking
Required for January, 1981:
HEAD of BOYS' PHYSICAL EDUCATION Department. An enthusiastic and energetic PHYSICAL EDUCATION SPECIALIST to be in charge of this well-established department. Good facilities available. Own playing fields. Scale 3.
The London addition and Social Priority Schools allowance result in a salary of £960 per annum above basic Burnham Scales. Reimbursement of removal expenses in approved cases.
Application form available (SAE) from the Head Teacher, returnable by October 17, 1980.

EALING
(London Borough)
EDUCATION SERVICE
WALFORD HIGH SCHOOL
Bengarth Road, Northolt, Middx
UB5 5LQ
January, 1981. Head of GIRLS' PHYSICAL EDUCATION. Scale 3. Educational dance is well established. The school is in modern buildings and the excellent facilities include a sports hall and heated swimming pool.
London Weighting £759.
Letters of application should be sent as soon as possible to the Headmaster at the school and should include age, particulars of present post and the name and address of 1 educational referee (S.A.E.).

ENFIELD
(London Borough of)
WINCHMORE SCHOOL
Laburnum Grove, Winchmore Hill
London N21 3HS
(Eight-form Entry Mixed Comprehensive on one site
Roll 1,440)
Required for January, 1981, temporary HEAD of GIRLS' PHYSICAL EDUCATION, during maternity leave approximately from January to July, 1981 (Scale 3). The department is very well organised and well equipped. The facilities include a sports hall, gymnasium and large playing fields.
London Allowance payable £498 per annum.
Application forms (stamped addressed foolscap envelope) obtainable from the Head Teacher to whom they should be returned as soon as possible.

Other Posts on Scale 2 and above

HARINGEY
(Borough of)
SCHOOL OF ST DAVID AND ST KATHARINE
Hillfield Avenue, London N8 7DT
Telephone: 348 6892
Headmaster: J. B. Ashwin, MA (Cantab)
Church of England Voluntary Aided Mixed 11 to 18 Comprehensive School. Number on roll 1,159
Required from November, during maternity leave of permanent Head of Department, temporary TEACHER to assist in the Girls' Physical Education Department. A Scale 2 or 3 post is available for applicant with suitable experience and qualifications but applications are also welcome from those seeking a Scale 1 temporary post.
London Allowance (£759) payable.
Application forms and further details available from the Headmaster at the school.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WHITGIFT SCHOOL
Crosland Road, Grimsby.
1200 Mixed Comprehensive
Headmaster: W. G. Baines, B.Sc., B.A.
Required for January, 1981, TEACHER, Scale 2 to take charge of GIRLS PHYSICAL EDUCATION.
The school is 10 form-entry organized in houses, taking pupils in the range 12 plus to 18 plus. It is newly built on a large, well laid out site and has extensive facilities.
Application forms and further information obtainable from the Head Teacher at the school to whom they should be returned within 10 days of this advertisement.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
MATTHEW HUMBERSTONE SCHOOL
Chatsworth Place, Cleethorpes
Required for January 1981
Well-qualified person to take charge of GIRLS' P.E./GAMES in a large school with many sporting activities. This is a Scale 3 post and needs a teacher of energy, enthusiasm and ideas to continue the good traditions of physical education in the school.
Application forms and further information obtainable from the Head Teacher at the school to whom they should be returned within 10 days of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
OUR LADY'S RC (AIDED) PRIMARY SCHOOL
King Edward Avenue, Dartford
DA1 2HX
TEACHER required for January, 1981, Scale 2, with responsibility for BOYS GAMES.
Applications (S.A.E.) with full details to the Headmaster.

LONDON
Required January 1981:
P.E. TRAINED YOUTH WORKER with qualifications in OUTDOOR PURSUITS.
Salary J.N.C. Scale 2: £5,826-£7,218.
Applications by letter with curriculum vitae and references to Mr. D. S. Cullum, Executive Director, London Central Y.M.C.A., 112 Great Russell Street, London WC1B 3NQ.

Scale 1 Posts

AVON
(County of)
BRISLINGTON SCHOOL
Hungerford Road, Brislington,
Bristol BS4 5EY
(Tel.: Bristol (0272) 773661)
(Mixed comprehensive; outskirts of Bristol)
Required as soon as possible, TEACHER in charge of GIRLS' PHYSICAL EDUCATION, to be responsible to the Head of the physical education department for the general organization and support of staff in a thriving girls' physical education section. Excellent facilities include 40 acres of playing fields, a gymnasium, sports hall and swimming pool.
A Scale 2 post is available for the right applicant.
Further details are available from the Headmaster, to whom letters of application, naming two referees, should be sent as soon as possible.

AVON COUNTY
PRIORY SCHOOL
Queen's Way, Weston-super-Mare,
BS22 0BP
Required January 1981, TEACHER of BOYS' PHYSICAL EDUCATION. Priory School is a new 11 to 16 comprehensive with 17 acres of playing fields including all-weather pitch, Sports Hall and Gymnasium.
Apply by letter to the Headmaster with tabulated curriculum vitae, names of two referees and enclosing S.A.E.

BRADFORD (City of)
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
RHODESWAY SCHOOL
Required for January, 1981 (or earlier) at this 13 to 18 co-educational Upper School, a TEACHER of GIRLS' PHYSICAL EDUCATION (Scale 1). The successful candidate will be required to teach about a third of a timetable in the classroom (preferably English) for which help and close guidance will be given.
Application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP, and should be returned to the Headteacher, Rhodesway School, Oaks Lane, Allerton, Bradford, BD15 7RU, by October 22, 1980.
Reference ET 54880/TES.

CROYDON
(London Borough of)

SELHURST HIGH SCHOOL FOR GIRLS
The Crescent, Croydon,
CR0 2LY

Telephone: 01-684 9266/8
Tenable: January 1, 1981
Required, for this Comprehensive school for girls of 14 to 18, a TEACHER of PE. The girls are offered a variety of activities, in school and extra-curricula. There are good facilities on site.
Salary—Burnham Scale 1, with London Area Allowance.
Please send S.A.E. for application form, from and returnable to, the Head Teacher at the above address as soon as possible.

DERBYSHIRE
COUNTY COUNCIL
QUEEN ELIZABETH'S GRAMMAR SCHOOL
Ashbourne
(Comprehensive, 1,300 pupils, split sites)
Required for January. Specialist TEACHER for BOYS' PHYSICAL EDUCATION. Help with rugby essential. Scale 1.
Apply by letter to Headmaster, stating age, qualifications and experience and the names of two referees.

DEVON
See block advertisement on page 57.

ESSEX
TORELLS SCHOOL
(Roll 1,200)
Buxton Road, Grays
(Tel.: Grays Thurrock 71561)
TEACHER for GIRLS' PHYSICAL EDUCATION. Scale 1.
Temporary appointment in first instance to cover maternity resignation.
Curriculum vitae and names of referees to the Head Teacher (foolscap S.A.E., please).

GLOUCESTERSHIRE
HUCCLECOTE SECONDARY SCHOOL
Churchdown Lane, Gloucester
Required for January, 1981, TEACHER of BOYS' PE and Maths (half timetable for each subject). Scale 1.
Applications by letter, naming two referees to the Headmaster.

HARINGEY
(Borough of)
ST DAVID AND ST KATHARINE SCHOOL
London, N8
Temporary TEACHER to assist in the GIRLS' PE department.
For further details see under "Secs. PE, Scale 2".

HAVERING
(London Borough of)
MARSHALLS PARK SCHOOL
(Roll 1,100 Co-education; Sixth Form 80)
Havering Drive, Romford, Essex
Telephone: Romford 24134
Head Teacher: T. B. Cooper, B.Sc.
TEMPORARY GIRLS' PHYSICAL EDUCATION (Scale 1)
For further details please see our display advertisement under Secondary Vacancies.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
SIR LEO SCHULTZ HIGH SCHOOL
Dalepark Road, Orchard Park, Hull
Head: Mrs J. W. Sturman, MA
Required for January, 1981, a TEACHER of GIRLS' PHYSICAL EDUCATION. Scale 1 or 2. There are excellent facilities, including a swimming pool, on site. Special interest in girls' games and swimming and the ability and willingness to teach a second subject would be an advantage.
A Scale 2 post might be available for an experienced applicant, able to take responsibility for Girls' PE.
This is a mixed comprehensive school for about 900 pupils aged 13 to 18.
Application forms and further information are available from the school (telephone 854641/2); closing date October 20, 1980.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

MEDWAY DIVISION

ROCHESTER
HEDE SECONDARY (MIXED) SCHOOL
Carnation Road, Watling Street
Strood
Required for January 1981, a TEACHER for GIRLS' PHYSICAL EDUCATION. Candidates should be able to offer a wide range of sporting activities and should state their special interests. A willingness to assist with a developing Mode 1 Course in Physical Education and to teach some Lower School History will be an advantage. Scale 1 post.
This is a mixed eight-form entry Secondary Modern School with good facilities. Vacancy due to promotion. Please apply to the Headmaster at the school, enclosing curriculum vitae and two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

TONBRIDGE/MALLING DIVISION

WEALD OF KENT SCHOOL FOR GIRLS
Tudeley Lane, Tonbridge
Telephone: 352811
(Selective girls' school; 624 pupils aged 11 to 18)
Required for January, 1981, or earlier if possible, a TEACHER of PHYSICAL EDUCATION. Scale 1.
An interest in hockey and dance would be welcome.
Please apply as soon as possible by letter to the Headmistress, giving details of qualifications and experience and the names of two referees.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
Application forms for the following High School appointment are available on receipt of a S.A.E. from the Head Teacher, to whom they should be returned as soon as possible.
LONGBENTON HIGH SCHOOL
Hailsham Avenue, Longbenton
Newcastle upon Tyne NE12 8ER
Head Teacher: Mr J. Burn, J.P., B.Sc., M.Ed.
Required for November 17 1980, replacement for a member of staff taking Maternity Leave, Scale 1 TEACHER of GIRLS' PHYSICAL EDUCATION with a limited commitment for Mathematics. This is a temporary full-time Supply teaching post.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
Application forms for the following High School appointment are available on receipt of a S.A.E. from the Head Teacher, to whom they should be returned as soon as possible.
MONKSEATON HIGH SCHOOL
Seatonville Road
Whitley Bay NE25 9AQ
Head Teacher: Mr P. E. Bryan, B.A., M.Ed.
Required for January 1 1981, Scale 1 TEACHER of BOYS' PHYSICAL EDUCATION. A qualified Physical Education specialist able to teach Biology or Physics to at least C.S.E. level in this 13-18 Mixed Comprehensive School of 750 pupils.

NORTH YORKSHIRE
COUNTY COUNCIL
HARROGATE HOSSETT HIGH SCHOOL
11-18 Comprehensive
Number on Roll: 1,400
(Sixth Form 144)
BOYS' PHYSICAL EDUCATION
Required January, 1981
Applications are invited from well qualified TEACHERS for this Scale 1 post. The school has exceptionally good Physical Education facilities which are shared on a dual-user basis with the District Council.
Letters of application together with a curriculum vitae and the names and addresses of two referees should be sent immediately to the Headmaster at the school, Green Lane, Harrogate HG2 9JP.

OXFORDSHIRE
COUNTY COUNCIL

GOSFORD HILL SCHOOL

Kidlington, Oxford OX5 2NT

Group 12

Number on Roll 1,300.

Required in January 1981 a TEACHER of BOYS' P.E./Games (Scale 1). Preference will be given to an applicant strong in Rugby and Tennis. All applicants should be prepared to offer a supporting subject: mathematics would be particularly useful.

Excellent facilities include Sports Hall, Swimming Pool, Squash Courts, Gym, All-weather pitch.

Write immediately to the Headmaster stating full curriculum vitae including area of preferred support teaching.

SHROPSHIRE
EDUCATION COMMITTEE
BRIDGNORTH OLDBURY WELLS
(11 to 18 Comprehensive)
Oldbury Wells, Bridgnorth,
Shropshire
TEACHER for BOYS' PHYSICAL EDUCATION
Please state subsidiary subject.
Application form and further details from Head (S.A.E.).

SOLIHULL
PHYSICAL EDUCATION LECTURER
See advertisement under Further Education.

Religious Education

Heads of Department

DEVON
See block advertisement on page 57.

WEST SUSSEX
TANBRIDGE HOUSE SCHOOL
Worthing Road, Horsham
Sussex RH12 1SR
HEAD of RELIGIOUS STUDIES (Scale 3) required January 1981 in this 11 to 16 Comprehensive co-educational School, able to organize the subject and teach to C.S.E. and "O" levels.
Form and details from Head Teacher on receipt of S.A.E.

Other Posts on Scale 2 and above

ESSEX
HEDLEY WALTER SCHOOL
Sawyer's Hall Lane, Brentwood
Telephone: Brentwood 220808
(Roll 1,200)
(Re-advertisement)
RELIGIOUS EDUCATION
(Scale 2 plus £177 Fringe Allowance)
Required January: Experienced teacher responsible for Religious Education within well-integrated Humanities scheme.
Curriculum vitae and names of referees to Head Teacher (S.A.E., please).

Scale 1 Posts

CUMBRIA
COUNTY COUNCIL
TRINITY SCHOOL
Carlisle
(Voluntary Controlled Mixed Comprehensive, 11 to 18 years 1,600 on roll)
Required for January, 1981, a temporary TEACHER of RELIGIOUS STUDIES for the Spring and Summer Terms, 1981. Scale 1. The Religious Studies Department has three full-time staff and the subject is taught to C.S.E., "O" and "A" levels.
Further details and application forms from the Head. Closing date October 24, 1980.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

MEDWAY DIVISION

WARREN WOOD SECONDARY BOYS' SCHOOL
Arethusa Road, Rochester
Required for January, 1981, a part-time (four days a week) TEACHER of RELIGIOUS EDUCATION, Scale 1, for this Group 7 (400 boys) Secondary Modern School.
Letters of application and curriculum vitae to the Headmaster at the school, together with two referees.

COLLEGES

Orrell St. John Rigby R.C. VIth Form College
Gathurst Road, Orrell,
Wigan WN5 0LJ
(16-19 Mixed)
Required as soon as possible.

Teacher for MATHEMATICS (Scale 1)
with the ability to teach up to "A" level and/or Computer Science.

SECONDARY

Ashton in Makerfield St. Edmund Arrowsmith R.C. High School
Brokery Avenue,
off Warrington Road,
Ashton in Makerfield
WN4 9PF
(11-16 Mixed Comprehensive)

HEAD OF MATHEMATICS (Scale 4)
Previous applicants will be reconsidered. Closing date 20 October, 1980.

Leigh St. Mary's R.C. High School
Manchester Road, Astley,
Tyldesley M29 7EE
(11-16 Mixed Comprehensive)

MATHEMATICS (Scale 2)
for work with Sixth Form pupils. An ability to teach to "A" level with a combination of mechanics is essential. Graduate preferred. Previous applicants need not re-apply. Closing date 20 October, 1980.

Wigan St. John Fisher R.C. High School
Baytree Road, Springfield,
Wigan WN6 7RN
(11-16 Mixed Comprehensive)

FRENCH (Scale 2)
Closing date 22 October, 1980.

MIDDLE

Wigan Whelley Middle School
Moore Street, Whelley,
Wigan WN1 3XX
(10-13 Mixed Comprehensive)

MATHEMATICS/ENGLISH (Scale 1)
Closing date 20 October, 1980.

Unless otherwise stated posts are vacant from January, 1981 and application forms are available from and returnable to (S.A.E. please) the Head of the school concerned. (Ref. A41)

Metropolitan Borough of WIGAN

CYNGOR SIR
GWYNEDD
COUNTY COUNCIL
ADRAN ADDYSG

YSGOLION UWCHRADD

FFURFLENNI CAIS AM Y SWYDDI ISOD, OS NAD OES CYFARWYDDYD I'R GWRTHWYNEB I'W CAEL GAN *BRIFATHRO'R YSGOL BENODOL* (ANFONER AMLEN WEDI'I STAMPIO A'I CHYFEIRIO) A'I DYCHWELYD IDDO ERBYN *HYDREF 20, 1980*.
Yn eisiau ar gyfer Ionawr 1af, 1981, neu cyn gynted â phosibl wedyn.—

YSGOL GLAN Y MOR, PWLLHELI
(Cyfun 11-18: 980 o ddisgyblion)
Athro/Athrawes i fod yn BENNAETH YR ADRAN ADDYSG GREFYDDOL, ac i fod yn gyfrifol am drefnu [illegible] *trwy'r ysgol.*
Cyflog Graddfa 4 i ymgeisydd addas.

YSGOL Y MOELWYN, BLAENAU FFESTINIOG
(Cyfun 11-18: 670 o ddisgyblion)
Athro/Athrawes Raddedig i ddysgu MATHEMATEG. Disgwylir i'r ymgeisydd llwyddiannus ddysgu yn bennaf ddisgyblion yr ail a'r drydded flwyddyn ond fe fydd cyfle i weithio gyda dosbarthiadau uwch, gan gynnwys y Chweched, i ymgeisydd addas.
Mae'r gallu i ddysgu'r pwnc trwy gyfrwng y Gymraeg yn hanfodol ac fe fydd profiad neu ddiddordeb mewn dysgu grwpiau cymysg eu gallu yn fantais. Cyflog Graddfa 1.

YSGOL DYFFRYN OGWEN, BETHESDA
(Cyfun 11-18: 569 o ddisgyblion)
1 PENNAETH YR ADRAN GYMRAEG. Gwahoddir ceisiadau oddi wrth athrawon profiadol i'r swydd allweddol hon. Cyflog Graddfa 3.

YSGOL SYR HUGH OWEN, CARNARFON
(Cyfun 11-18: 1,350 o ddisgyblion)
1. PENNAETH ADRAN SAESNEG. Gwahoddir ceisiadau oddi wrth Raddedigion profiadol i'r swydd allweddol hon. Bydd y sawl a benodir yn gyfrifol am ddatblygiad yr iaith Saesneg drwy'r ysgol.
Cyflog Graddfa 4.
2. Athro/Athrawes Raddedig i fod yn gyfrifol am ddysgu GWYDDONIAETH i'r ddwy flynedd gyntaf. Dysgir y pwnc drwy gyfrwng y Gymraeg i rai dosbarthiadau. Cyflog Graddfa 2 i ymgeisydd profiadol.

Required for January, 1981,
unless otherwise stated

SECONDARY SCHOOLS

Ashton-in-Makerfield Byrchall High School
Warrington Road, Ashton-in-Makerfield, Wigan
WN4 9PQ
(11-16-plus Mixed Comprehensive)

HEAD OF UPPER SCHOOL (Scale 4)

Orrell St. Peter's R.C. High School
Howards Lane, Orrell Post, Wigan WN5 8NU
(11-16 Mixed Comprehensive)

Temporary Teacher for ENGINEERING WORKSHOP/GEOMETRICAL ENGINEERING DRAWING to C.S.E. and "O" level (Scale 1).

An ability to contribute in Craft, Design and Technology advantageous.

Standish High School
Kenyon Road, Standish, Wigan, WN6 0NX
(11-16 Mixed Comprehensive)

Teacher for DRAMA and MUSIC (Scale 1).

Application forms and further particulars for all the above posts available from and returnable to the Headteacher at the School (S.A.E. please). Closing date 17th October, 1980 (A40).

Metropolitan Borough of WIGAN

SECONDARY
Religious Education
continued

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
CENTRAL AREA
NOTRE DAME R.C. V.A. HIGH SCHOOL
Surrey Street,
Norwich NR1 3PB
Group 10 (900 on roll:
11 to 18 mixed)
January 1981

RELIGIOUS EDUCATION TEACHER Scale 1 required to teach throughout the school. A possibility exists for year Tutor work. Ability to teach any of the following subjects would be an advantage: Mathematics, Needlework or boys Technical Subjects.

Application forms and further details obtainable from: the Headteacher on receipt of S.A.E. and should be returned to the School.

Rural Studies

Other Posts on Scale 2 and above

SURREY
INNER LONDON EDUCATION AUTHORITY
SAYERS CROFT RURAL CENTRE
Ewhurst, Cranleigh, Surrey
Required for January, 1981, or as soon as possible—
DEPUTY WARDEN—Scale 3
A well qualified and experienced teacher in biology / geography / ecology or environmental science for secondment to the permanent teaching service of the I.L.E.A. as resident deputy warden. The centre caters for up to 192 primary/secondary pupils for short stays.

An energetic adaptable candidate is sought who will work closely with the warden and assistant staff in the development of field study programmes in all areas from junior to "A" level G.C.E. Experience of in-service work would be desirable and an ability to drive is essential. A non-enhanceable responsibility allowance of £200 is attached to the post as well as fringe area London allowance. A non-superannuable allowance for additional duties currently [illegible] is also payable. Furnished accommodation for a married couple is provided; the current charge for board, lodging and laundry is [illegible] for each person.

Application forms from [illegible], Room 200A, The County Hall, London, S.E.1. Closing date for return of forms October 24.

Scale 1 Posts

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION
SANDWICH SECONDARY SCHOOL
Dover Road, Sandwich
(Group 10—Mixed 800)
Required as soon as possible TEACHER for RURAL STUDIES. Purpose-built room, two glasshouses and small livestock. Subject is taught to CSE level and forms part of the Science Department.

Applications to the Headmaster at the School with full curriculum vitae with the names and addresses of two referees.

Science

Heads of Department

BARNET
(London Borough of)
EAST BARNET SCHOOL
Chestnut Grove, Cat Hill
East Barnet
Telephone: 01-440 4162
Mixed Comprehensive Roll 1,060,
Sixth Form 150
Nr. Cockfosters in an attractive area of North London
Required January 1981 SENIOR TEACHER Scale 4, depending on experience. Graduate in Physics, Maths, Computer Studies.

An exceptionally successful teacher is required able to make a substantial contribution to the academic work of the school and to be responsible for the welfare and guidance of the Sixth Form.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances. Assistance may also be sometimes possible with a limited amount of temporary housing, dependent upon availability. Priority will be given to teachers of certain shortage subjects.

Initial applications giving curriculum vitae and names of referees to Headmaster (S.A.E.)

Director of Educational Services.

BEDFORDSHIRE
SOUTHERN AREA
MANSHEAD UPPER SCHOOL
Dunstable Road, Caddington
Bedfordshire
Headmaster, Mr. G. Kellett, B.A.
1,026 on roll, 140 Sixth Form
HEAD OF PHYSICS
Scale 5

Required for January, 1981. A well qualified GRADUATE with energy and vision is required for this key post in the science faculty. Integrated science is taught in years 3 to 5 with separate Physics in the Sixth Form. The successful candidate would be leading a department which achieved outstanding success over the years in preparing "A" level and Oxbridge candidates.

Manshead is a mixed 13 to 18 Comprehensive Upper School housed in purpose-built accommodation in a semi-rural position on the southern edge of Dunstable. Closing date 24.10.80.

Further details and application forms obtainable from and returnable to the Headmaster. (S.A.E. please.)

When sending for application form please give details of curriculum vitae and the names of two referees.

BUCKINGHAMSHIRE
AYLESBURY VALE
THE ROYAL LATIN SCHOOL
Brookfields, Buckingham
(Voluntary Controlled mixed 12-18 selective school; 590 on roll 130 in Sixth Form)
Required January: Experienced and enthusiastic GRADUATE to be HEAD of PHYSICS DEPARTMENT (Scale 5).

Removal and associated allowances are payable in accordance with the Council's scheme in approved cases. A housing allowance is also payable to married teachers unable to find immediate accommodation.

Letters of application should be sent within seven days of the appearance of this advertisement to the Headmaster, and should include curriculum vitae, names and addresses of two referees and S.A.E.

ESSEX
HEDLEY WALTER SCHOOL
(Roll 1,200)
Sawyers Hall Lane, Brentwood
Telephone: Brentwood 230801
Readvertisement
HEAD of CHEMISTRY. Scale 3 plus £177 Fringe Allowance.
Required January. Graduate as Head of Chemistry to teach C.S.E., "O" and "A" level.

Curriculum vitae and names of referees to Head Teacher (foolscap S.A.E. please).

HAVERING
(London Borough of)
ABBS CROSS SCHOOL
(Roll 1,080, Coeducational)
Abbs Cross Lane, Hornchurch, Essex
Telephone: Hornchurch 40504
Head Teacher: D. J. Powney, M.A.
HEAD of CHEMISTRY. Scale 3
For further details please see our display advertisement under Secondary Vacancies.

HAVERING
(London Borough of)
FOREST LODGE SCHOOL
(Roll 1,308, Coeducational)
Lodge Lane, Romford, Essex
Telephone: Romford 46412
Head Teacher: K. D. Barnes, B.A.
HEAD of PHYSICS. Scale 3.
For further details please see our display advertisement under Secondary Vacancies.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
ALLEYNE'S SCHOOL
Stevenage
SENIOR PHYSICIST (Scale 3) required January 1981 to accept responsibility for the subject within the Science Department.

Excellent facilities in a recently built Science Block, together with a teaching staff of 10 and three laboratory technicians, have led to consistently good examination results over the years at C.S.E., "O" and "A" levels as well as at Oxbridge entry. Interest in and experience of Nuffield courses would be a considerable advantage.

Full details of the post are available from the School.

Interest in extra curricular activities, or Games (Rugby, Hockey and Cricket) would be advantageous.

Accommodation for a single person is sometimes available in the School House.

Applications, together with curriculum vitae and names and addresses of two referees, to the Headmaster as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
THE MOUNTBATTEN SCHOOL
(Group 9)
St. Alban's Road, Hemel Hempstead
(740 pupils aged 11 to 19. Fifth-form entry All-ability school)
Required for January 1981. HEAD of BIOLOGY DEPARTMENT (Scale 3 plus £305 London Fringe Allowance).

The subject is taught to "A" level and 16 plus Cambridge/East Anglian G.S.E. Joint Examination in the Upper School and separately in Year 3 after Combined Science in Years 1 and 2. Excellent laboratory facilities.

Applications, by letter to the Headmaster (Telephone: Hemel Hempstead 03465), within 10 days of the appearance of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
WILMINGTON SECONDARY SCHOOL (MIXED)
Wilmington Hall, Wilmington, Dartford
Required in January, 1981, HEAD of SCIENCE DEPARTMENT, Scale 5. Departments are grouped into faculties and a Scale 4 would be available for a candidate with the necessary experience and qualifications to lead the science mathematics faculty. The ability to teach Chemistry to at least "O" level would be an advantage.

This four-form entry mixed school was opened with a first year intake in new buildings in rural surroundings in September, 1971, and the first public examinations were taken in summer, 1979 (fringe allowance £213.

Application forms, to be returned as soon as possible and further details available from Headmaster, Mr. J. D. Edgeler, B.Sc., F.I.M.A. S.A.E. (foolscap) should be sent with request for application form.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
FULMERSTON SCHOOL
Bridge Street, Thetford IP24 3AP
Selective Mixed School
600 on Roll
Urgently required for January, 1981, Scale 3 HEAD of PHYSICS DEPARTMENT

Letters of application with curriculum vitae and names of two referees should be sent to the Headmaster at the school.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
HUTFORD COMPREHENSIVE SCHOOL
Mansfield Road, Edwinstowe,
Mansfield, Notts NG21 9HF
Headmaster: P. A. Darvill, B.A., M.Litt.
Mixed: 834 (11-18)
For January, TEACHER (Scale 4) to be HEAD of MATHEMATICS/SCIENCE Faculty.

Full details of the post and the development of the Faculty since the school opened in 1976 available (S.A.E.) from the Head Teacher.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

CITY OF SALFORD
EDUCATION DEPARTMENT
ST. PATRICK'S CATHOLIC HIGH SCHOOL
Guilford Road, Eccles M30 7JF
11 to 16 Comprehensive
950 Boys and Girls
Required from January 1981
HEAD of SCIENCE DEPARTMENT Scale 4

Applications are invited from suitably qualified and experienced Catholic TEACHERS for the above post. There are five laboratories and well established examination courses in all science subjects.

Application forms and further details (S.A.E. please) from the Headmaster.

Other Posts on Scale 2 and above

AVON COUNTY
WELLSWAY SCHOOL
Keynsham, Bristol, BS18 1PH
Wellsway is an 11 to 18 mixed comprehensive school of 1200 pupils 180 of whom are in the Sixth Form. The school lies in a pleasant and prosperous area 6 miles from Bristol and 7 miles from Bath, on a large site on the edge of the green belt, and close to delightful countryside.

Required for January, 1981, a well qualified and an enthusiastic TEACHER of PHYSICS. The successful candidate will teach throughout the school and the ability to offer "A" level is essential. Nuffield approaches are used in the early years and the subject is well subscribed at all levels. This is a Scale 2 post.

Please apply immediately by letter to the Headteacher at the school, giving full details of age, qualifications, experience, interests and the names of two referees.

BERKSHIRE
ST BARTHOLOMEWS SCHOOL
Andover Road, Newbury.
N.O.R. 1650 (mixed comprehensive, 350 in sixth form)
Required January 1981 PHYSICS GRADUATE (Scale 2), C.S.E. and "O" level Nuffield "A" level traditional. Temporary scale 1 appointment considered. Closing date—one week from the date of this advertisement.

Further particulars of the school may be obtained from the Headmaster to whom letter of application with curriculum vitae should be addressed (S.A.E.).

BERKSHIRE
LITTLE HEATH SCHOOL
Little Heath Road, Tilehurst
Reading
(Number on roll 1,300: 11 to 18)
Required January 1981, PHYSICS TEACHER (Scale 2) to teach to "A" level, "O" level and C.S.E. levels. Candidates interested in SCISP are particularly welcome. Scale 1 post available to less experienced candidate. Temporary appointment considered if required.

Further details and application forms from Headmaster. Closing date October 30, 1980 (S.A.E.).

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
PRINCESS MARY SCHOOL
(378 on roll)
Francis Street, Halifax HX1 3XA.
Required for January 1981 for this two-form entry girls' grammar school, a TEACHER (Scale 2) to take responsibility for the teaching of BIOLOGY within the Science Department. Excellent facilities and well-established courses up to "A" level.

Ability to teach Lower School Science and an interest in Health Education would be advantageous.

Please apply by letter immediately to the Head Teacher giving full details and names and addresses of two referees.

WEST GLAMORGAN
County Council

Teaching Vacancies

Applications are invited from suitably qualified teachers for the following posts in the Authority's service, to commence in January, 1981, unless otherwise stated.

CENTRAL OFFICE APPOINTMENTS

(Director of Education, Princess House, Princess Way, Swansea)

Cefn Hengoed Comprehensive School
Caldicot Road, Winch Wen, Swansea
(MIXED) (1,690 on roll) (Age range 11-18 years).
This is a Social Priority School.
A HEADTEACHER is required for this GROUP 12 school. (Post ref: 1-22-80).

Crosserw Primary School
Crosserw, Cymmer, Port Talbot
(MIXED) (252 on roll) (Age range 3-11 years).
This is a Social Priority School
A HEADTEACHER is required for this GROUP 6 school. (Post ref: 2-22-80).
A PERIPATETIC teacher is required to teach the PARTIALLY SIGHTED/BLIND. The person appointed will be responsible to the County Advisory Teacher for Physically Handicapped/Partially Sighted pupils. To commence as soon as possible (SCALE 1(S)). (Post ref: 3-22-80).

SWANSEA DISTRICT APPOINTMENTS

(District Education Officer, Swansea District Education Office, Princess House, Princess Way, Swansea)

Cefn Hengoed Comprehensive School
Caldicot Road, Winch Wen, Swansea
(MIXED) (1,690 on roll) (Age range 11-18 years).
A good honours graduate with suitable experience is required for the post of HEAD OF THE GEOGRAPHY DEPARTMENT. (SCALE 4) (Post ref: 4-22-80).

Dunvant Junior School
Dunvant Road, Dunvant, Swansea.
(MIXED) (406 on roll) (Age range 7-11 years).
A DEPUTY HEADTEACHER is required for this GROUP 6 school (Post ref: 5-22-80).

GORSEINON DISTRICT APPOINTMENTS

(District Education Officer, Gorseinon District Education Office, Ty Einon, Princess Street, Gorseinon, Swansea)

Penlan Boys Comprehensive School
Heol Gwyrosydd, Penlan, Swansea
(1,360 on roll) (Age range 11-18 years).
This is a Social Priority School.
A temporary teacher is required until 31st August, 1981, to share in the teaching of METALWORK and WOODWORK to C.S.E. and 'O' level. This is a re-advertisement (SCALE 1) (Post ref: 6-22-80).

Penyrheol Comprehensive School
Pontarddulais Road, Gorseinon, Swansea
(MIXED) (1,674 on roll) (Age range 11-19 years).
(I) A temporary teacher is required until 31st August, 1981, to teach GEOLOGY and some GEOGRAPHY. The ability to assist with Commercial Studies would be an advantage (SCALE 1) (Post ref: 7-22-80).
(II) A temporary teacher is required until 31st August, 1981, to teach General Subjects. (SCALE 1) (Post ref: 8-22-80).

Bishopston Comprehensive School
The Glebe, Bishopston, Swansea
(MIXED) (912 on roll) (Age range 11-16 years).
A SENIOR TEACHER is required as soon as possible for the post of HEAD OF FACULTY—LANGUAGES and the ARTS. *Applicants should be well qualified academically enabling him/her to teach their subject to all ranges of ability within the Faculty.* The Faculty is comprised of the following disciplines: French, German, Latin, Welsh, Art and Drama, Classical Studies, Music, Physical Education. (Post ref: 9-22-80).

Clase Junior School
Rheidol Avenue, Clase, Swansea
(MIXED) (370 on roll) (Age range 7-11 years).
This is a Social Priority School.
(I) Two temporary teachers are required to cover two members of staff on secondment until 31st August, 1981. An interest in the teaching of Environmental Studies would be advantageous for one of the vacancies. The successful applicants would be required to commence as soon as possible. (SCALE 1) (Post ref: 10-22-80).
(II) A temporary teacher is required until 31st August, 1981, to commence as soon as possible (SCALE 1) (Post ref: 11-22-80).

MORRISTON DISTRICT APPOINTMENTS

(District Education Officer, Morriston District Education Office, Neath Road School, Morriston, Swansea)

Ysgol Gyfun Ystalyfera
Heol Glanyrafon, Ystalyfera, Abertawe. (Rhif disgyblion 1227) (cymysg, oed 11-18).
Yn eisiau ar gyfer Ionawr 1981.
Swydd ATHRO/LLYFRGELLYDD gyda chymwysterau ychwanegol mewn llyfrgellyddiaeth, neu brofiad mewn llyfrgell ysgol, neu barodrwydd i ymgymryd ag hyfforddiant o fewn y sir mewn llyfrgellyddiaeth ysgol. Rhaid i'r ymgeiswyr fod yn rhugl yn y Gymraeg. (GRADD 2). (Rhif swydd 12-22-80).

AFAN DISTRICT APPOINTMENTS

(District Education Officer, Afan District Education Officer, 40 Talbot Road, Port Talbot)

Cymmer Afan Comprehensive School
School Road, Cymmer, Port Talbot.
(MIXED) (660 on roll) (Age range 11-16 years).
This is a Social Priority School.
(I) A teacher of DRAMA is required, to teach the subject throughout the school (SCALE 1) (Post ref: 13-22-80).
(II) A teacher is required to teach MATHEMATICS to C.S.E. and 'O' level and to assist with GIRLS' GAMES. (SCALE 1) (Post ref: 14-22-80).

Application forms and further particulars of the above posts are available from the appropriate office shown, whether Central or District. Applicants are requested to forward a stamped addressed envelope, quoting the appropriate post reference number.
The CLOSING DATE for the receipt of completed application forms is THURSDAY 23rd OCTOBER, 1980.

John Beale,
Director of Education

County of Cleveland

SECONDARY SCHOOLS

All secondary schools are mixed comprehensive schools.

11-16 SCHOOLS

SCALE 4 SCIENCE

COULBY NEWHAM SCHOOL (Roll 407)
Manor Farm Way, Coulby Newham, Middlesbrough, Cleveland
(Tel: Middlesbrough 593113)
Required for January, 1981, in this new purpose built comprehensive school, a person to be responsible for SCIENCE and to act as Senior Year Tutor. The post offers an excellent opportunity for an energetic and committed teacher to combine academic and pastoral responsibilities.

SCALE 2 CRAFT, DESIGN AND TECHNOLOGY

BISHOPSGARTH SCHOOL (Roll 963)
Harrowgate Lane, Stockton, Cleveland TS19 8TF
(Tel: Stockton 606262)
Required for January, 1981, a teacher for CRAFT, DESIGN AND TECHNOLOGY, main strength to be in Metalwork.

SCALE 2 GEOGRAPHY

THE GRANGE SCHOOL (Roll 1,201)
Oxbridge Avenue, Stockton, Cleveland TS18 4LE
(Tel: Stockton 62311)
Required for January, 1981, a teacher for GEOGRAPHY. Closing date Monday 20th October, 1980.

SCALE 1 SCIENCE

ST. GEORGE'S R.C. SCHOOL (Roll 722)
Cowley Road, Acklam, Middlesbrough, Cleveland TS5 7EY
(Tel: Middlesbrough 822124)
Required for January, 1981, a temporary teacher (Scale 1) for two terms for SCIENCE.
Application forms are obtainable from the Head Teacher at the address shown above but returnable to Rev. M. Murray, St. Francis, 6 Levick Crescent, Acklam, Middlesbrough, Cleveland.

SCALE 1 BIOLOGY

THE GRANGE SCHOOL (Roll 1,201)
Oxbridge Avenue, Stockton, Cleveland TS18 4LE
(Tel: Stockton 62311)
Required for January, 1981, a temporary teacher (Scale 1) for two terms, to teach BIOLOGY throughout the school to 'O' level standard. Closing date Monday 20th October, 1980.

SCALE 1 CHEMISTRY/SCIENCE

NUNTHORPE SCHOOL (Roll 1,186)
Guisborough Road, Nunthorpe, Middlesbrough, Cleveland TS7 0LA
(Tel: Middlesbrough 310661)
Required for January, 1981, a temporary teacher (Scale 1) for two terms, to teach CHEMISTRY and SCIENCE to C.S.E. level. Financial assistance with household removal expenses is available in approved cases.

Application forms and further details are obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience together with the names and addresses of two referees.

Completed application forms and letters of application should be submitted direct to the Head Teachers at the addresses shown above by not later than Friday, 24th October, 1980 unless otherwise stated.

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Cyngor Sir
DYFED County Council

EDUCATION COMMITTEE

PWYLLGOR ADDYSG DYFED

1. YSGOL GYFUN ABERAERON, ABERAERON, DYFED

Yn eisiau erbyn 1af Ionawr, 1981, athro/athrawes i ddysgu Ymarfer Corff a Chwaraeon i fechgyn ac i gynorthwyo gyda phynciau eraill. (nodwer y pynciau hynny).

Dysgir y pynciau drwy gyfrwng y Gymraeg a'r Saesneg (Graddfa 1). Ceisiadau drwy lythyr (dim ffurflenni) gydag enwau a chyfeiriadau dau ganolwr i'r Prifathro, Ysgol Gyfun Aberaeron, Aberaeron, Dyfed erbyn 17eg Hydref, 1980.

2. LLANDYSUL GRAMMAR SCHOOL. MIXED 430 PUPILS

Required for 1st January, 1981, a graduate teacher of English to be second in the Department and to teach up to 'A' level. Scale 1 post.

For a person interested and willing to be responsible for the School Library a Scale 2 post is available.

Applications by letter, including Curriculum Vitae and the names and addresses of two referees should be sent to the Headmaster, Llandysul Grammar School, Llandysul, Dyfed, by 17th October, 1980.

3. TASKER MILWARD COMPREHENSIVE SCHOOL, HAVERFORDWEST

Required for 1st January, 1981:

(a) Teacher of Welsh. The person appointed will be a member of a thriving Language Faculty, and teach across the whole year and ability range up to 'A' level Welsh (first language). If suitably qualified and experienced, the teacher could be responsible for the organisation of Welsh throughout the School, and would qualify for a Scale 2 post.

(b) Head of Music. Scale 3. The teacher appointed will organise a well equipped and established Department with two specialist Music Rooms and teach all ages and abilities up to 'A' level. There are thriving Choirs and a School Orchestra.

Letters of application, including names and addresses of two referees and career details should be sent direct to the Headmaster at the School not later than 17th October, 1980.

4. PERIPATETIC INSTRUMENTAL TEACHERS

Required for 1st January, 1981:

(a) Violin/Viola (full time).
(b) Violin/Viola (part time ½).

The persons appointed will be members of a team of teachers implementing the Authority's scheme for instrumental instruction under the supervision of the Music Advisor. Salary will be in accordance with the Burnham Scale for Assistant Teachers.

Travelling and subsistence allowances in accordance with the County Council Scales.

Application forms and further particulars obtainable on receipt of a stamped, addressed envelope from the Area Education Officer, G.P.O. Box 18, St. Thomas' Green, Haverfordwest.

Closing date for applications 24th October, 1980.

NI CHANIATEIR CANFASIO
CANVASSING DIRECTLY OR INDIRECTLY WILL DISQUALIFY.
W. J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen, Dyfed.

SOUTH GLAMORGAN COUNTY COUNCIL

Required for January 1981 unless otherwise stated:

BARRY BOYS' COMPREHENSIVE SCHOOL
(11-18) 12 FORM ENTRY
PHYSICS: SCALE 1 OR 2

Qualified teacher of Physics to teach the subject mainly in the Upper School, including the Sixth Form. A Scale II post is available for a suitably experienced candidate.

BRYN HAFREN COMPREHENSIVE SCHOOL FOR GIRLS BARRY
(11-18) 12 FORM ENTRY
WELSH: SCALE 1

To teach in the middle and upper school including 'O' and 'A' levels.

MATHEMATICS: SCALE I

To assist with the teaching of the subject in Forms 1 and 2. This is a temporary post for two terms.

CARDIFF HIGH SCHOOL
(11-18 COMPREHENSIVE) 6 FORM ENTRY
GIRLS' PHYSICAL EDUCATION AND GAMES: SCALE 2

To take charge of Girls' P.E. Candidates are required to state their specialisms.

COWBRIDGE COMPREHENSIVE SCHOOL
(11-18) 6 FORM ENTRY
ENGLISH: SCALE 1

Honours graduate to assist in the teaching of English throughout the school up to and including 'A' and 'S' levels.

WILLOWS HIGH SCHOOL CARDIFF
(11-16 COMPREHENSIVE) 8 FORM ENTRY
HOME ECONOMICS: SCALE I PLUS SPA

To teach the subject up to 'O' and CSE level. This is a temporary appointment for one term.

LADY MARY R.C. HIGH SCHOOL CARDIFF
(11-18 COMPREHENSIVE) 7 FORM ENTRY
BIOLOGY: SCALE 2

Graduate Biology Teacher is required to teach the subject throughout the school to 'A', 'O' and CSE standard.

Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff

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Bolton Metropolitan Borough

St. Augustines R.C. School, Harroby Street, Farnworth BL4 7DF
Required as soon as possible:

Boys' Crafts, Scale 1

Mainly Metalwork with Maths.

Rivington and Blackrod High School, Rivington Lane, Horwich BL6 7RU
Required from 1st January 1981:

French, Scale 2

Head of Humanities, Scale 4

Harper Green Secondary School, Harper Green Road, Farnworth BL4 0DH

Physics, Scale 1

Required from 1st January 1981.

Graduate to teach combined Science and Physics to C.S.E. and 'O' levels and Technology Mode 3 and to take responsibility of Physics throughout the department.

Further details and application forms obtainable from the Director of Education, Paderborn House, Civic Centre, Bolton BL1 1JW. To be returned to the Head Teacher by 15th October 1980.

SECONDARY
Science
continued

CAMBRIDGESHIRE
PETERBOROUGH AREA
JACK HUNT SCHOOL
(Mixed Comprehensive)
Ledbury Road
Peterborough PE3 6PN
Telephone: Peterborough 263736
(Group 12: roll 1,300)

Required for January 1981: TEACHER OF PHYSICS (Scale 2) up to "A" level and of Physical Sciences in years 1 to 3.

The post carries responsibility for co-ordination of the Physics teaching throughout the school.

There is a possibility of assistance being given with housing in appropriate cases.

Letters of application enclosing curriculum vitae and the names and addresses of two referees should be forwarded to the Head Teacher, Mr. M. H. Taylor, J.P., B.A., at the above address by October 17, 1980.

CAMBRIDGESHIRE
HUNTINGDON AREA
ST. PETER'S SCHOOL
Huntingdon
(Co-educational comprehensive 1,450 on roll)
Headmaster: W. G. Thomas, J.P., B.A.

Required for January 1981, GRADUATE (Scale 2) to teach PHYSICS in this flourishing comprehensive. There is a strong Science tradition. The Physics Department has five staff and a fully equipped suite of laboratories. Ability to teach electronics an advantage.

Applications to the Headmaster giving curriculum vitae and the names of two referees.

CROYDON
(London Borough of)
PURLEY GIRLS' HIGH
Stoneyfield Road, Old Coulsdon
Surrey, CR3 2YG
Telephone: 71-31301-2
Tenable: 6th January, 1981

Required for Spring and Summer terms, 1981, TEACHER responsible for PHYSICS during maternity leave for Head of Department. C.S.E., "O" and "A" level courses offered: standard of work is high and Science courses well-subscribed in this 14-18 girls' Comprehensive school. The post is full-time but applications also welcomed from those seeking part-time work.

Salary—Burnham Scale 3 available for suitably qualified candidates. With London Area Allowance.

Please send S.A.E. for application form, from and returnable to the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
COLOMA CONVENT R.C.
Upper Shirley Road,
Croydon, CR9 5AS
Telephone: 01-654 6228
Tenable: as soon as possible

PHYSICS GRADUATE required to share the teaching of PHYSICS to "O" and "A" levels.

Salary—Burnham Scale 2 available for suitably qualified and experienced applicant. With London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DEVON
See block advertisement on page 57.

DORSET
BOURNEMOUTH SCHOOL FOR GIRLS
Castle Gate Close, Castle Lane West, Bournemouth BH8 9UJ
(Maintained Girls' Grammar School, 990 pupils, 230 in Sixth)

Required January, 1981, a GRADUATE to share the teaching of BIOLOGY to "O" and "A" level. The school prepares candidates for the Cambridge "A" level examinations in Biology and Social Biology. Candidates should have an interest in both these courses. Scale 2 post for a candidate with suitable experience and qualifications. Assistance with removal and legal expenses.

Applications, including curriculum vitae and the names and addresses of two referees, should be sent to the Headmistress at the school.

ESSEX
SOUTHEND HIGH SCHOOL FOR BOYS
(Roll 820)
Prittlewell Chase, Southend-on-Sea
Telephone: 0702 43074
PHYSICS (Scale 2)

Required January 1981. Four-form entry selective school: pleasant surroundings. Large Sixth Form: full range of teaching in this strong department.

Curriculum vitae and names of referees to the Head Teacher (foolscap S.A.E. please).

GLOUCESTERSHIRE
CRYPT SCHOOL
Podsmead, Gloucester

GRADUATE PHYSICIST required in January in this 3 F.E. boys selective school. Scale 2 offered to suitably experienced candidate. A temporary appointment for two terms only would be considered.

Applications together with the names of three referees should be sent to the Headmaster, as soon as possible.

Further particulars on receipt of S.A.E.

HAVERING
(London Borough of)
SACRED HEART OF MARY GIRLS' SCHOOL
(Roll 570)
St. Mary's Lane, Upminster, Essex
Telephone: Upminster [illegible]
Head Teacher: Sister St. Esprit, M.A.
PHYSICS, Scale 2.

For further details please see our display advertisement under Secondary Vacancies.

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER GRAMMAR SCHOOL FOR GIRLS
(11-18)
Spetchley Road,
Worcester, WR5 2LU
Number on Roll 940 (200 in Sixth Form)

Required for January 1981, a well-qualified TEACHER (male or female) of PHYSICS to teach the subject throughout this selective school up to and including G.C.E. Advanced level. The Nuffield Physics course is followed. Scale 3 available for a suitably experienced candidate.

Applications should be made by letter to the Headmistress (no forms) giving curriculum vitae and the names and addresses of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION.
TOWNSEND CHURCH OF ENGLAND SCHOOL
(Voluntary Aided, Group 10)
High Oaks, St. Albans,
Hertfordshire

Required for January, well qualified TEACHER for PHYSICS to "A" level and to be responsible for Integrated Science in the first three years.

Five-form entry all-ability mixed school with modern purpose-built accommodation including eight laboratories.

Apply by letter to the Head at the school with copies of recent testimonials and giving names of referees.

HERTFORDSHIRE
GRANGE PARK SCHOOL
London Road, Bushey

Required January. TEACHER for CHEMISTRY. Scale 2 + London fringe allowance £215. See under Scale 1 posts.

HILLINGDON
(London Borough of)
ABBOTSFIELD SCHOOL
Clifton Gardens, Hillingdon,
Uxbridge UB10 0EX
(Number on roll 808—71 in Sixth Form)

TEACHER of PHYSICS, Scale 2, required from January 1981.

The School provides CSE, "O" and "A" level courses in Physics and Technology.

This is a boy's comprehensive school with seven laboratories and excellent facilities, including several laboratory technicians. Some sixth form work available.

There is a large mixed sixth form. The successful candidate's timetable will be negotiated to suit experience and interests.

London Allowance Payable.

Apply by letter to the Headmaster at the school giving names, addresses and telephone numbers of two referees.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION.
HULL TRINITY HOUSE SCHOOL
Prince's Dock Street, Hull
Head: Captain D. Thompson, B.Sc.(Econ.), Ex.C., D.M.S.

Required for January 1981, a TEACHER of PHYSICS (Scale 2) to both "O" and "A" classes. The successful applicant would also be required to assist in the Mathematics Department.

This is a Senior High School for 300 plus boys preparing for Navigating and Engineering Cadetships in the Merchant Navy.

Application forms and further particulars can be obtained from the Head to whom completed forms must be returned by October 20, 1980.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
DOWNS SCHOOL
Green Street Green Road, Dartford
(Roll 1,800; mixed)

SCIENCE TEACHER, PHYSICS and/or CHEMISTRY required at this 11 to 18 wide ability school (140 in sixth form). Must be competent to teach subject throughout school including "A" level standard. Pleasant site on outskirts of Dartford with easy access to London and Kent coast and countryside. Purpose built buildings with good facilities. Scale 2. Fringe allowance. Removal expenses in approved cases.

Applications to Headmaster with full curriculum vitae and naming two referees.

GRAVESHAM DIVISION
ST. JOHN'S R.C. COMPREHENSIVE SCHOOL,
Rochester Road, Gravesend
(Roll, 920)

Required for January, 1981, well-qualified GRADUATE as second in the science department, to carry particular responsibility for the organization and teaching of PHYSICS. Ability to teach to "A" and "S" level essential. Numbers opting for physics at both "O" and "A" level are increasing rapidly and this is an excellent opportunity to play a major part in the development of an expanding department.

St. John's is a six-form entry mixed school, reorganized as an 11 to 18 comprehensive in 1974. There are 920 pupils on roll and it is expected that this will grow in three years to over 1,000, including 130 in the sixth form.

Further details and application forms from the Headmaster at the school (telephone Gravesend 4718), to be returned to Canon E. Mundy, 192 Parrock Street, Gravesend, as soon as possible.

KENT
THE SKINNERS' SCHOOL
Tunbridge Wells
(Voluntary aided Grammar School of 700 boys; 180 in Sixth Form)

Required for January 1981: a GRADUATE to teach CHEMISTRY to "A" level. The school uses Nuffield courses in junior forms as a foundation for more traditional G.C.E. work. Willingness to assist with Physics teaching would be a recommendation. Scale 2 available.

Apply by letter to the Headmaster enclosing curriculum vitae, stating interests and naming two referees.

KINGSTON upon Thames
(Royal Borough of)
TIFFIN SCHOOL
Queen Elizabeth Road
Kingston upon Thames KT2 6RL
(A Voluntary Controlled Grammar School of 850 boys: 275 in the Sixth Form)

Required in January 1981, a well-qualified young GRADUATE, with some initial experience, to teach PHYSICS throughout the school including a share of work in the Sixth Form to "A" and "S" level and also some MATHEMATICS. A willingness and the ability to assist with coaching games, rowing or school societies welcome.

Salary: Burnham Scale 2, plus London Allowance.

Applications immediately to the Headmaster at the school, together with full curriculum vitae and the names of three referees.

NORTH YORKSHIRE
COUNTY COUNCIL
(Re-advertisement)
RIPON GRAMMAR SCHOOL
Clotherholme Road, Ripon
HG4 2DG

660 mixed, selective, 100 boarders. Required as soon as possible, GRADUATE BIOLOGIST, Scale 2, to teach the subject throughout the school to "O" and "A" level. In the case of woman applicants the position of Senior Resident Housemistress is available. A Scale 2 post is available for applicants with previous experience. Previous applicants need not reapply.

Applications by letter direct to the Headmaster at the school giving the names of two referees.

Lancashire
County Council

The following posts are required for 1st January, 1981, unless otherwise stated. Forms/further details from and returnable to the Headteacher at the School, unless otherwise stated. S.a.e., please.

Closing date: 20th October, 1980.

BLACKBURN BILLINGE HIGH,
Preston New Road, Blackburn. (1,210 mixed, 11-18.)

GROUP II—HEADTEACHER

Forms/further details from/to: District Education Officer, Town Hall, Blackburn.

PRESTON RIBBLETON HALL HIGH,
Ribbleton Hall Drive, Ribbleton, Preston. (Roll 994.)
As soon as possible.

SCALE 2—ENGLISH

With responsibility for School Library.

ORMSKIRK GRAMMAR,
Ruff Lane, Ormskirk. (1,086 mixed.)

SCALE 2—ECONOMICS

(6th form work to 'A' level)

Re-advertisement
HYNDBURN MOUNT CARMEL R.C. HIGH,
Frederick Street, Oswaldtwistle. (Mixed Comp, 1,200.)

SCALE 2—IN CHARGE OF CLASSICS

Mainly Latin

BLACKPOOL GREENLANDS HIGH,
Bispham Road, Blackpool. (1,182 Girls; 54-6th Form.)

SCALE 1—TYPEWRITING and OFFICE PRACTICE

BLACKPOOL ST. GEORGE'S HIGH,
Cherry Tree Road, Blackpool. (1,011 mixed.)

SCALE 1—MATHEMATICS

Computer studies advantage.

BROUGHTON COUNTY HIGH,
Woodplumpton Lane, Broughton, Preston. (Roll 759.)
As soon as possible.

SCALE 1—GRADUATE FOR FRENCH/ENGLISH

PENWORTHAM PRIORY HIGH,
Crow Hills Road, Penwortham, Preston. (1,060 mixed.)

SCALE 1—FRENCH

TARLETON COUNTY HIGH
Hesketh Lane, Tarleton, Preston. (11-16 mixed Comp. Roll 830.)
As soon as possible

SCALE 1—HOME ECONOMICS

To 'O' and C.S.E. level.

Re-advertisement
DARWEN MOORLAND HIGH,
Holden Fold, Darwen. (1,130 mixed. 11-18 Comp.)

SCALE 1—FRENCH

To 'O' and possibly 'A' level.

Bolton Metropolitan Borough

SMITHILLS MOOR GRAMMAR SCHOOL
Smithills Dean Road, Bolton BL1 6JU

HISTORY Scale 2

Required from 1st January, 1981, to teach History up to 'A' level and to be second in the department.

WESTHOUGHTON HIGH SCHOOL
Bolton Road, Westhoughton BL5 3BZ
(11-18 Comprehensive 1,150 pupils)
Required from 1st January, 1981.

HEAD OF MUSIC Scale 2

Suitably qualified and experienced teacher required to organise the teaching of music throughout the school.

DIRECTOR OF SIXTH FORM STUDIES

Senior Teacher Scale. Suitably qualified and experienced teacher required to take overall responsibility for all aspects of the curriculum, guidance, and administration of students in this rapidly expanding sixth form, which at present numbers 43 and is taught entirely in a new self contained building.

TONGE HIGH SCHOOL
Tonge Old Road, Bolton BL2 6BZ

BOYS' P.E. Scale 1

Teacher required as soon as possible, ability to teach lower school Maths.

GEORGE TOMLINSON SECONDARY SCHOOL
Springfield Road, Kearsley BL4 8HY

MATHEMATICS Scale 2

Required from 1st January, 1981.

MATHEMATICS Scale 1

Required from 1st January, 1981, or earlier if possible.

Both posts could involve work up to CSE and 'O' levels. Knowledge of and interest in the teaching of computer studies an advantage to applicants for either post.

Application forms available from the Director of Education, Paderborn House, Civic Centre, Bolton BL1 1JW (22311) to be returned to the appropriate Head Teachers by 22nd October, 1980.

SECONDARY
Science
continued

SURREY
EDUCATION COMMITTEE
ALBURY MANOR SCHOOL
Merstham (12 to 16)

PHYSICS TEACHER (Scale 2). The Department has four well-equipped laboratories with good technician support. Courses lead to C.S.E. and "O" level.

Apply to the Head, telephone Merstham 4381.

NORK PARK COUNTY SECONDARY
Banstead (12 to 18)

PHYSICS up to "A" level (Scale 3 for suitable applicant).

Apply to the Head, telephone Burgh Heath 59103.

SURREY
EDUCATION COMMITTEE
OXTED COUNTY SECONDARY
(13 to 18)

CHEMISTRY. Scale 2 for suitable candidate.

Apply to the Head. Telephone Oxted 2425.

WEST SUSSEX
BOGNOR REGIS COMPREHENSIVE SCHOOL
Westloats Lane, Bognor Regis
PO21 5LH
(Mixed, Group 13)

Required January 1981, TEACHER of CHEMISTRY and SECONDARY SCIENCE. Scale 2 post available for person able to teach Chemistry to GCE Advanced Level (Cambridge).

Apply to Headmaster giving details of age, education, qualifications and experience, together with names and addresses of two referees.

WIRRAL
(Metropolitan Borough of)
PLESSINGTON R.C. HIGH SCHOOL
6 Woodland Road, Rock Ferry
Birkenhead, Merseyside

Required for January 1, 1981, TEACHER for BIOLOGY. Scale 2.

Experienced Graduate to be responsible for the subject throughout the school within the Science Faculty. Experience of "A", "O" and C.S.E. levels required.

Apply by letter to the Headmaster at the school, enclosing curriculum vitae and names and addresses of two referees as soon as possible.

Scale 1 Posts

BARKING AND DAGENHAM
(London Borough of)
EASTBROOK COMPREHENSIVE SCHOOL
(Roll 1363)
[illegible] Road, Dagenham

Required for January 1981:—
SCIENCE—to teach integrated science at the Lower School and to specialize in one or more Science subjects (preferably Physics) up to "A" level at this nine-form entry mixed comprehensive school. An opportunity exists to develop technology-linked subjects. Scale 1.

London Addition £759 per annum. Reimbursement of removal expenses. Social Priority Schools Allowance.

Application form available (S.A.E.) from the Head teacher, returnable by October 22nd 1980.

BARKING AND DAGENHAM
(London Borough of)
PRIORY COMPREHENSIVE SCHOOL
(Roll 1,114)
School Road, Dagenham

Required for January, 1981:—
BIOLOGY. A qualified teacher of biology to join a young, enthusiastic team within a strong Science department. Candidates should be able to teach the subject throughout the school to C.S.E. and G.C.E. "O" level in particular, though some more advanced work could be made available at a later stage. The School has excellent laboratory facilities and a high level of ancillary support. Scale 1.

London addition £759 per annum. Reimbursement of removal expenses in approved cases.

Application form available (S.A.E.) from the Head Teacher, returnable by October 22, 1980.

BARNET
(London Borough of)
EAST BARNET SCHOOL
Chestnut Grove, Cat Hill
East Barnet
Nr. Cockfosters Station
Telephone: 01-440 4162
Mixed Comprehensive, Roll 1,060.
Sixth Form 150

Required January 1981, Scale 1, TEACHER of BIOLOGY and/or GENERAL SCIENCE. Opportunity for Sixth Form work in large Science Department.

Application for temporary part-time post from a well-qualified person might be considered.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances. Assistance may also be given in the form of temporary housing dependent upon availability. Priority will be given to teachers in shortage subjects.

Apply in writing to Head Teacher immediately with full curriculum vitae and names of two referees.

[illegible] of Educational Services.

BEDFORDSHIRE
SOUTHERN AREA
QUEENSBURY UPPER SCHOOL
Langdale Road, Dunstable
([illegible] September 1980, 1,050 boys and girls 13 to 18)
Headmistress: Mrs C. M. Scott, B.A., J.P.

Required for January 1981, a [illegible] a temporary TEACHER of BIOLOGY to teach full ability range including "O" and C.S.E. level work. Sixth Form work available to Scale 1 qualified candidate.

MANSHEAD UPPER SCHOOL
Dunstable Road, Caddington
Headmaster: Mr. G. Kellett, B.A.

Required for January 1981, a GRADUATE to teach Nuffield CHEMISTRY to "A" level [illegible] with Integrated SCIENCE in the 13 to 16 age [illegible] Sixth Form Science [illegible] are well established in a department which has good records of University Entrance [illegible] Oxbridge. Scale 1. The school is a voluntary [illegible] C of E, 13 to 18 [illegible] Upper School housed in [illegible] buildings with excellent facilities for [illegible].

Further details and application forms obtainable (from [illegible] addressed envelope) to the Head.

[illegible]SHIRE
[illegible] GRAMMAR SCHOOL
[illegible] Drive, Langley,
[illegible]
[illegible] Roll 650
[illegible]

Required from January 1981 at this [illegible] selective school, a [illegible] TEACHER of BIOLOGY [illegible] (Scale 1) to "O" [illegible]

[illegible] of application [illegible] in the Head[illegible] S.A.E.

BEXLEY
(London Borough of)
HILL VIEW SCHOOL
Hillview Drive
Welling, Kent, DA16 3RS
Telephone: 01-856 0161

Scale 1 SCIENCE. Enthusiastic TEACHER to join lively department. Initially to teach years 1 to 3 but opportunity for examination work September, 1981. An ability to teach mathematics desirable.

LAA £498. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Requests for application forms (enclosing foolscap S.A.E.) should be sent to the Headmaster.

BROMLEY
(London Borough of)
RAVENSBOURNE SCHOOL FOR BOYS
Hayes Lane, Bromley, Kent
(1,000 boys; 130 in Sixth Form)

Required for January 1981: a Graduate TEACHER of BIOLOGY (Scale 1) to share in the teaching of the subject at all levels throughout the school, and to assist in the teaching of Combined Science (Years 1 and 2) and Human Health and Hygiene. The Science Department has 11 staff, three technicians and eight well-equipped laboratories. Science is a very strong subject in the school; from the Sixth Form many boys enter the major universities (including Oxford and Cambridge) to read Science and allied subjects.

Removal and assistance with other expenses payable in approved cases.

Letters of application and the names of two referees should be sent to the Headmaster as soon as possible.

CAMBRIDGESHIRE
CAMBRIDGE AREA
SOHAM VILLAGE COLLEGE

Required for January, a TEACHER of BIOLOGY (Scale 1) at this 11 to 16 comprehensive school (Roll 917). An ability to assist with the teaching of Child Care to C.S.E. level would be an advantage.

All the Sciences are offered to G.C.E. Ordinary level and to C.S.E. and there are excellent laboratories with good teaching facilities.

Unfurnished accommodation may be available at a reasonable rental.

Applications should be made by letter, enclosing full curriculum vitae and giving the names and addresses of two referees to the Warden, the Village College, Soham, Cambs. CB7 5AA.

Further particulars, if required, may be obtained from the College (telephone Ely 720552).

CAMBRIDGESHIRE

PETERBOROUGH AREA

STANGROUND SCHOOL
Peterborough Road, Farcet,
Peterborough, PE7 3DW
Tel: Peterborough 64071
(Comprehensive, Co-educational 11-18)
Group 11; Roll 1,310

Required for January, 1981: A CHEMISTRY TEACHER (Scale 1/2 according to experience).

The Science Department is of outstanding quality and operates in a suite of self-contained modern laboratories. The successful candidate would be expected to teach the full age and ability range.

There is a possibility of assistance being given with housing in appropriate cases.

Application by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Head Teacher, Mr. B. O. Barker, M.A., at the above address immediately.

CROYDON
(London Borough of)

JOHN RUSKIN HIGH (M)

Upper Shirley Road, Croydon
CR9 5AQ
Telephone: 01-656 0994
Tenable: January 1, 1981

A graduate BIOLOGIST required for this 14 to 18 (mixed) Comprehensive High School, which has 900 pupils, 400 of whom are in the Sixth Form. Biology is taught at C.S.E., "O" and "A" levels and is a very popular Sixth Form option, where currently 70 pupils are studying the subject at "A" level standard.

Salary, Burnham Scale 1 with London Area allowance.

Please send S.A.E. for application form, from and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE

THE GRANVILLE SCHOOL

Burton Road, Woodville
Burton on Trent, DE11 7JR

A Scale 1 TEACHER of SCIENCE is required from January, 1981. The person appointed would join an enthusiastic department to teach science throughout the school. An ability to teach chemistry to examination level would be an advantage.

Granville is a well structured 11 to 16 mixed Comprehensive School with 900 pupils on role and a steady intake of six forms.

Letter of application to the Head giving a curriculum vitae and the names and addresses of two people from whom a reference may be obtained.

DEVON
See block advertisement on page 57

ESSEX
CHELMER VALLEY HIGH SCHOOL
(Roll 1,255 inc. 147 in Sixth Form)
Court Road, Broomfield,
Chelmsford
Tel: 0245 440232
TEACHER OF PHYSICS, Scale 1

Required in January, teacher of Physics and Combined Science. Examination work up to "A" level possible in a strong successful department.

HELENA ROMANES SCHOOL
(Roll 1,300)
Parsonage Downs,
Great Dunmow
Tel: Great Dunmow 2560
Scale 1, BIOLOGY/CHEMISTRY TEACHER

Biology Teacher required urgently, to teach preferably to C.S.E./"O" level. Excellent facilities. Rural School, midway London-Cambridge.

NOTLEY HIGH SCHOOL
(Roll 1,134)
Notley Road, Braintree
Tel: Braintree 23601
SCIENCE TEACHER, Scale 1.

Required January. Responsibility for Rural Science Unit in successful Science Department. Teaching includes Lower School Combined Science.

ST. PETER'S HIGH SCHOOL
(Roll 1,650) (11-19 All through Comprehensive School)
Burnham-on-Crouch
Tel: Maldon 782377
RURAL STUDIES Scale 1

Required for January, a second Rural Studies specialist. Established examination courses. Excellent facilities include greenhouses and animal units.

SOUTHEND HIGH SCHOOL FOR BOYS
(Roll 820)
Prittlewell Chase, Southend on Sea
Tel: 0702 43074
PHYSICS, Scale 1

Physics teacher required January 1981. Fourth Form Entry selective school; pleasant surroundings. Large Sixth Form: full range of teaching in this strong department.

SWEYNE SCHOOL
(11-16 Comp., mixed)
(Roll 1,230)
Pearsons Avenue, Rayleigh
Tel: Rayleigh 773721
TEACHER OF SCIENCE, Scale 1

Required January, additional teacher of Science, Scale 1. Preference will be given to a Physicist.

For all above posts, curriculum vitae and names of referees to the Head Teacher concerned (foolscap S.A.E. please).

HAMPSHIRE
ST. LUKE'S C. of E. SCHOOL
(Aided)
Hyde Park Road, Portsmouth,
Hampshire PO5 4HL
Comprehensive Mixed 12 to 18; 930 on roll

Required from January, 1981, Scale 1, TEACHER of PHYSICS (to "A" level).

Temporary in the first instance covering maternity leave. Scale 2 available.

Apply in writing to Head giving full curriculum vitae/two Educational referees.

HEREFORD AND WORCESTER

COUNTY COUNCIL
PERSHORE HIGH SCHOOL
Station Road, Pershore,
Worcs. WR10 2BX.

Required for January, 1981 Graduate TEACHER for ENVIRONMENTAL SCIENCE and RURAL SCIENCE and some Lower School Biology.

The school is a 12 to 18 comprehensive school of 1,100 boys and girls, with a Sixth Form of 90. There are well established courses to C.S.E. and "O" level.

Application forms and further details can be obtained from the Head on receipt of a foolscap S.A.E.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
ST. ALBANS GIRLS' SCHOOL
Sandridgebury Lane, St. Albans.
Herts AL3 6DB
Group 11

One full-time or two part-time GRADUATES required January to share in teaching of PHYSICS to "O", "A" and "S" levels in ex-grammar school with Sixth form of 200.

Apply to Headmistress with copies of two recent testimonials and names and addresses of two referees.

HERTFORDSHIRE

GRANGE PARK SCHOOL
London Road, Bushey

All ability boys' school in pleasant area with excellent site and facilities. Required January, TEACHER for CHEMISTRY. Scale 1 plus London fringe allowance £213. Scale 2 possible for experienced candidate. The person appointed will share the "A" level Chemistry teaching and assist with the Integrated Science Course in the main school.

Further details from the Headmaster, to whom letters of application should be sent giving details of qualifications and the names and addresses of two referees.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
EDUCATION DEPARTMENT
The Civic Centre, Lampton Road
Hounslow TW3 4DN
CHISWICK SCHOOL
Burlington Lane
Chiswick W4 3UN
Headmaster: Mr. B. S. Hurrell, B.Sc.
(Coeducational: 11 to 18 plus age range comprehensive school; Group 13; 10-form entry)

Required January 1981: SCIENCE TEACHER. Candidates offering CHEMISTRY preferred but other specialists will be considered.

Nuffield Combined Science is taught in years 1 and 2. Thereafter, Chemistry (Nuffield), Physics, Biology, General Science and Human Biology are offered.

The Department has good laboratory facilities and is well served by eight technicians. There is an excellent record of public examination results at C.S.E., "O" and "A" levels.

London Allowance: £498 payable.

Closing date within seven days. Letters of application in the first instance to the Headmaster, giving details of qualifications and names and addresses of two referees (stamped addressed foolscap envelope, please).

A. Groves, Director of Education.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
COTTINGHAM HIGH SCHOOL
Harland Way, Cottingham
North Humberside
CHEMISTRY TEACHER (Scale 1)

Required for January 1981: a teacher of Chemistry to teach the subject throughout this 11 to 18 years mixed Comprehensive School to children of all aptitudes and abilities. This will be a permanent appointment for a suitable applicant.

Application forms are available from the Head at the school (S.A.E., please) to whom completed forms should be returned by October 20, 1980.

JERSEY
MU[illegible]ESTOWN COLLEGE
St. Peter, Jersey, C.I.
(Co-educational School)

Required for January 1981, Qualified TEACHER to take CHEMISTRY and PHYSICS (or other academic subject) to "O" level.

Apply in writing to Headmaster giving Curriculum Vitae and the names of two academic referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

DARTFORD DIVISION

DOWNS SCHOOL
Green Street Green Road, Dartford
Roll 1,800 Mixed

SCIENCE TEACHER PHYSICS and/or CHEMISTRY required at this 11-18 Wide Ability School (140 in Sixth Form). Must be competent to teach subject throughout school including "A" level standard. Pleasant site on outskirts of Dartford with easy access to London and Kent coast and countryside. Purpose-built buildings with good facilities. Fringe Allowance. Possibility of Scale 2 for suitably experienced candidate. Removal expenses in approved cases.

Applications to Headmaster with full curriculum vitae and naming two referees.

MAIDSTONE DIVISION

CORNWALLIS SCHOOL
Linton, Near Maidstone

1,600 mixed. 11-17 High School with Comprehensive intake and some transfers to Upper schools at 13 plus. Courses to C.S.E. and "O" level.

Required January, 1981, TEACHER for COMBINED SCIENCE, Scale 1. Years 1 and 2 with some Physics in Year 3 as part of a General Science course. Possibility of teaching own speciality to C.S.E. and "O" level later.

Curriculum vitae and names of two referees to Headmaster (s.a.e.).

KENT
BROMLEY HIGH SCHOOL
30 Elmfield Road, Bromley

PHYSICS GRADUATE required in January—See under Independent Schools.

LONDON
ST MARTIN-IN-THE-FIELDS HIGH SCHOOL
155 Tulse Hill, S.W.2.

Church of England School for 570 girls. Comprehensive in the first four years. 104 in Sixth Form.

Required for January 1981, temporary part-time (0.7) TEACHER of BIOLOGY to "A" and "O" level. This is to cover confinement leave.

Apply direct to the Headmistress, enclosing copies of testimonials and names of two referees.

LONDON
OUR LADY'S CONVENT HIGH SCHOOL
6-16 Amhurst Park,
London N16 5AF
(500 girls)

Required as soon as possible or January 1981, GRADUATE to teach both PHYSICS and CHEMISTRY to "O" level.

Ability to teach Physics to "A" level an advantage.

Modern laboratories.

School reorganised 1979 from two form entry grammar to three form entry comprehensive.

Scale 2 post available for suitable applicant.

Applications in writing to the Headmistress quoting two referees.

LONDON
ST ANGELA'S URSULINE CONVENT
Forest Gate, London E7 8HX
Girls' Comprehensive School
801 on Roll

Required January 1981, TEACHER for CHEMISTRY/GENERAL SCIENCE to "A", "O" and C.S.E. level.

Please apply in writing to the Headmistress giving names and addresses of two referees.

LONDON S.E.22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, S.E.22

Required as soon as possible, part-time GRADUATE to share in the teaching of BIOLOGY to "O" level standard.

Salary: London Burnham Scale.

Apply, with testimonials and the names of two referees, to the Head Mistress.

LIVERPOOL

ASSISTANT SCALE 1/2

GENERAL SCIENCE

ANFIELD

COMPREHENSIVE SCHOOL

(Boys)

Breckside Park, Liverpool,
L6 4DN

Required for January, a TEACHER with some experience to have oversight of general science courses particularly in 4th and 5th years. Please state principal interests within and beyond sciences. Scale 2 available for a suitably qualified and experienced candidate.

Forms available from (S.A.E.) and returnable to the Head Teacher by 20 October.

LIVERPOOL

ASSISTANT, Scale 1, SCIENCE

HOLLY LODGE COMPREHENSIVE SCHOOL (GIRLS)

Queens Drive, Liverpool
L13 0AB

Required for January to teach integrated SCIENCE in the lower school.

Forms available from (S.A.E.) and returnable to the Head Teacher by October 20, 1980.

NORTHAMPTONSHIRE

WELLINGBOROUGH
BREEZEHILL GIRLS' SCHOOL

The Pyghtle, Wellingborough,
Northants NN8 4RP

Required for January 1981: TEACHER of COMBINED SCIENCE (Scale 1). The ability to teach Physics to "O" level preferred but not essential.

Application forms and further details are available from the Headmistress, Miss B. G. Trew, B.A. (S.A.E. please).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified Teachers for the following post:

FRANK WHEELDON COMPREHENSIVE SCHOOL
Coningswath Road, Carlton
Nottingham NG4 3SH
Headmaster: M. E. Hutchinson, M.A.
(Mixed: 1,400; 11 to 18)

For January: TEACHER (Scale 1) of PHYSICS to all levels including the Sixth Form. Assistance with an extra-curricular activity a recommendation.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

OXFORDSHIRE
COUNTY COUNCIL

CARTERTON SCHOOL

Upavon Way, Carterton
Oxfordshire OX8 3BJ
(Group 10; roll 750)

Required for January 1981: a TEACHER of BIOLOGY and Integrated Lower School SCIENCE. A Rural/Environmental Science course in fourth and fifth years leading to external examinations has to be completed but will not be continued after the present groups have taken the examination. It is hoped to appoint a teacher committed in Science teaching as a whole, with special interest in the Biological and Environmental areas.

Applications by letter, with curriculum vitae and names of two referees, to the Headmaster, enclosing a stamped addressed envelope.

City of Coventry

required from January 1981 unless otherwise stated

ASSISTANT TEACHERS

for:

CALUDON CASTLE BOYS' COMPREHENSIVE SCHOOL
Axholme Road, CV2 5BD (1,520 on roll)

(1) Assistant Teacher

Required as soon as possible for LOWER SCHOOL GENERAL SUBJECTS. Scale 1 Temporary Appointment.

(2) Assistant Teacher

Required as soon as possible SCIENTIST able to offer either PHYSICS or CHEMISTRY or a MATHEMATICIAN.
Scale 1 Temporary Appointment.

LYNG HALL GIRLS' COMPREHENSIVE SCHOOL
Blackberry Lane, CV2 3JS (1,560 on roll)

Head of English Scale 4

A well qualified teacher to lead a department which has established high academic standards.

PRESIDENT KENNEDY MIXED COMPREHENSIVE SCHOOL
Rookery Lane, CV6 4GL (1,730 on roll)

Geography Scale 1

Suitably qualified and experienced teacher to join enthusiastic and progressive department to teach Geography throughout the school. Interest in field work and the ability to teach to 'A' level would be an advantage.

SIDNEY STRINGER SCHOOL AND COMMUNITY COLLEGE
Cox Street, CV1 5NL (Social Priority School)
(1,250 on roll)

A Scale 2 post

(Temporary until Easter 1981) is available for an experienced teacher based in the special unit Fairfax House. The person appointed would join a team developing techniques to compensate for social and personal deprivation among 4th and 5th year pupils.

STOKE PARK SCHOOL AND COMMUNITY COLLEGE
Dane Road, CV2 4JW (1,040 on roll)

Mathematics Scale 2

Permanent or temporary to teach mathematics throughout the school to CSE modes 2 and 3 'O' and 'A' levels. Modern syllabus followed in main school with pure, applied and statistics courses to advanced level.

WHITLEY ABBEY MIXED COMPREHENSIVE SCHOOL
Abbey Road, CV3 4BD (1,620 on roll)

House Head Scale 4

For this custom built comprehensive school set in pleasant surroundings on the South East outskirts of Coventry. Further particulars available on request from the school (Tel. 0203 302560).

English

Specialist to take full part in work of committed, vigorous department—Scale 1.

WOODWAY PARK SCHOOL AND COMMUNITY COLLEGE
Woodway Lane, CV2 2AF (Social Priority School)
(1,120 on roll)

Modern Languages—French Scale 2

Available for suitable applicant.

BISHOP ULLATHORNE R.C. MIXED COMPREHENSIVE SCHOOL
Leasowes Avenue, CV3 6BH (1,290 on roll)

Biology

To Advanced level, together with GENERAL SCIENCE. Temporary appointment Scale 1. Apply to Clerk to the Governors, care of the school.

CARDINAL WISEMAN R.C. BOYS' COMPREHENSIVE SCHOOL
Potters Green Road, CV2 2AJ (Social Priority School)
(1,000 on roll)

English Scale 2

required as soon as possible to teach

English

to CSE and 'O' level and to be in charge of library.

Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Clerk to the Governors c/o the school.
Canvassing disqualifies. Closing date 10 days after appearance of this advertisement.

Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Head Teacher of the school concerned unless otherwise stated.

WILSON'S SCHOOL

Mollison Drive,

Wallington, Surrey

(London Borough of Sutton)

Required at this Voluntary Aided School for 725 boys by Monday October 20, a member of staff to teach Physics/Physical Science at all levels within the School, up to and including the Sixth Form, with if possible subsidiary Mathematics.

The School has an intake of strong academic ability with a Sixth Form of 128 all taking "A" level examinations. An interest would be welcomed in outside activities. The School moved into new buildings five years ago on the edge of the Green Belt and the Foundation has provided the most generous up-to-date facilities

Application to the Headmaster at the School with curriculum vitae and the names of two persons to whom reference may be made.

SECONDARY
Science
continued

OXFORDSHIRE
COUNTY COUNCIL

CHENEY SCHOOL,
Cheney Lane, Headington
Oxford OX3 7QH
(13 to 18 Comprehensive: 800 boys and girls: 130 in Sixth Form)

Required for January: Permanent or temporary MATHEMATICS GRADUATE (Scale 1) to teach the subject at all levels. There is a large and flourishing Mathematics and Computing Department teaching up to Advanced and Scholarship levels.

Apply in writing immediately to the Headmaster, giving full curriculum vitae and the names of two referees.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
KIMBERWORTH COMPREHENSIVE SCHOOL
(11 to 16 Mixed. Approximately 907 on roll)

Required for January, 1981: ASSISTANT TEACHER (Scale 1) Required to teach BIOLOGY/HUMAN BIOLOGY up to G.C.E./C.S.E. level and GENERAL SCIENCE in first three years.

Closing date. As soon as possible.

Applications by letter, giving full personal details and information on qualifications, experience and salary, together with the names and addresses of two referees, should be sent to the Director of Education, Education Office, Rawmarsh Road, Rotherham S60 1QT.

H. W. Ellis, Director of Personnel Resources.

SANDWELL
(Metropolitan Borough of)
CHURCHFIELDS HIGH SCHOOL
(11 to 18 Comprehensive)

Required for January 1981: PHYSICS (Scale 1).

Application forms and further details available from and returnable to Head Teacher, Church Vale, West Bromwich, West Midlands. Closing date October 21, 1980.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races and to registered disabled people.

SURREY
EDUCATION COMMITTEE
WOODHATCH SCHOOL
Reigate (12-16)

PHYSICS and/or CHEMISTRY specialist. Integrated Science in Lower School. "O" level and C.S.E. work in Upper School. Scale 1.

Apply to the Head. Tel. Reigate 45165.

SURREY
EDUCATION COMMITTEE
CARDINAL GODFREY R.C. SECONDARY
Sunbury (11 to 16)

CHEMIST, Scale 1, required January, 1981, or as soon as possible to teach up to and including C.S.E. and "O" level with some General Subjects in the Lower School.

Apply to the Head, telephone Sunbury 89946/7.

COURT LODGE COMPREHENSIVE
Horley (12 to 16)

BIOLOGY to "A" level. Scale 1. Apply to the Head, telephone Horley 2016.

TRAFFORD
(Metropolitan Borough of)
EDUCATION DEPARTMENT
LOSTOCK SCHOOL
Selby Road, Stretford, Manchester
(950 mixed)
Telephone: 061-865 6215

BIOLOGY (Scale 1)

Required for January to teach up to C.S.E. and "O" level. Timetable will include Combined Science with Lower School classes.

Application forms and further details from the Headmaster. Closing date October 21, 1980.

WALTHAM FOREST
(London Borough of)

The borough is within easy reach of Central London and bordered by Epping Forest.

London Addition to salary payable.

BUCKHOLT MANOR HIGH SCHOOL
Oliver Road, Leyton, London E10
Head Teacher: Mr. R. D. Clarke

Required for September 1980: TEACHER of SCIENCE (Scale 1) in this mixed Comprehensive High School for pupils aged 11 to 14 years (560 on roll) to join a team of experienced staff.

The Nuffield Combined Science course is followed for the first two years and in the third-year Science is taught in three separate disciplines: Physics, Chemistry and Biology. Modern laboratories available. Applications for teachers of enthusiasm seeking a first appointment welcomed.

Application form and further details available on receipt of S.A.E. from Head Teacher.

WEST SUSSEX
BOGNOR REGIS COMPREHENSIVE SCHOOL
Westloats Lane, Bognor Regis, PO21 5LH
(Mixed. Group 13)

Required January, 1981, TEACHER of CHEMISTRY and SECONDARY SCIENCE. Scale 2 post available for person able to teach Chemistry to G.C.E. Advanced level (Cambridge).

Apply to Headmaster giving details of age, education, qualifications and experience, together with names and addresses of two referees.

Social Studies

Scale 1 Posts

BRADFORD (City of)
METROPOLITAN COUNCIL
HANSON UPPER SCHOOL

TEACHER of SOCIAL SCIENCES (Scale 1) required from January 1, 1981. The social science faculty embraces geography, history, social studies, economics, commerce and sociology. The successful applicant will be called upon to contribute in more than one of the above areas.

Applications should be made by letter to the Head Teacher, Hanson School, Sutton Avenue, Swain House Road, Bradford BD2 1JP, giving full details and the names and addresses of two referees.

Candidates must state any known relationship to members or senior officers of the council.

Reference ET 65480/TES.

Speech and Drama

Heads of Department

WILTSHIRE
CASTLEDOWN SCHOOL
Ludgershall, near Andover, Hants
(Andover 790776)
(11-16: Group 10; Mixed)

Required for January 1st, 1981, HEAD of DRAMA, Scale 2.

Letters of application are welcome. Further details and forms of application from the Headmaster.

Scale 1 Posts

HERTFORDSHIRE
SIR FREDERIC OSBORN SCHOOL
Herns Lane, Welwyn Garden City
Headmaster: Mr A. Henderson MA(Cantab)

A TEACHER of DRAMA (Scale 1) is required for January 1981. The Department has two well-equipped studios and offers courses throughout the school including CSE and "A" level. The successful candidate will be expected to take on the responsibility for middle school productions and drama club. Some teaching of a subsidiary subject may be required. Candidates should state any relevant interests and qualifications.

The school is a mixed Comprehensive School with 1,100 pupils on roll, including a Sixth Form of 170.

Please apply in writing to the Headmaster enclosing a curriculum vitae and the names and addresses of two referees.

OXFORDSHIRE
COUNTY COUNCIL

THE WARRINER SCHOOL
Bloxham, Banbury, Oxon
(Group 10)
(11-16 Comprehensive)
(1,100 on roll)

A TEACHER of DRAMA is required from January. Applicants should be capable of teaching both the AEB "O" level syllabus and CSE. Drama is taught at all levels in the school.

Possibility of a Scale 2 for suitable candidate, who should also be able to teach English.

Applications in writing to the Headmaster.

Technical Studies

Heads of Department

ESSEX
NICHOLAS COMPREHENSIVE SCHOOL
(11 to 18, Group 12)
(Roll 1,320)
St Nicholas Lane, Basildon
Tel: Basildon 43891

HEAD of FACULTY of CREATIVE STUDIES, Scale 4. London Fringe Allowance. January, 1981. Well-qualified, experienced TEACHER of technical subjects required to take charge of this Faculty, familiar with current developments in CDT, and graphic communication.

COUNTY SECONDARY SCHOOLS

SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with s.a.e. to Head of School.

Baldmere School, St. Michael's Road, Sutton Coldfield B73 5SY
Scale 3. Experienced class teacher as year-group coordinator and with responsibility for organization of Science within school.

Hartfield School, Acocks Green B27 7QG. Tel. 021-778 1311
Required January: HEAD OF DEPARTMENT. *Scale 4.* to take charge and develop new department to provide for the implementation of parts of the Warnock Report by merging functions of present Delicate Unit with Remedial Department. An appropriately qualified, experienced and successful teacher is sought. Closing date: 17.10.80.

Marsh Hill School, Marsh Hill B23 7EY
SCALE 3 HEAD OF COMPUTER EDUCATION DEPARTMENT, (from January).
Successful candidate, who will be a well-qualified and/or experienced teacher in computer usage, will have the opportunity to prepare students for 'O' and 'A' level examinations. School integrates its administration into computer systems and is concerned to develop the curriculum further in this area.

Northfield School, Kelby Close B31 1RR
Required January: Teacher for MATHEMATICS. Scale 2/3. Knowledge of Computer Studies an advantage. Examination work to 'A' level.

Oldknow School, Oldknow Road B10 0HU
(a) Scale 2. LIBRARY with ENGLISH. To develop the libraries as a learning resource and contribute to the work of a lively English Department in this multi-ethnic school.
(b) ENGLISH. To share generally in work of the Department and to take particular responsibility for remedial language work in lower school.

Paget School, Paget Road, Pype Hayes B24 0JP. Tel: 021-373 2931 or 021-350 7860
Four-form entry comprehensive on North-East of city.
Required January: Teacher of MATHEMATICS. Well-equipped, stable department. Computer studies now being introduced. Scale 2 or 1 according to qualifications and experience.

Perry Beeches School, Beeches Road B42 2PY
Required January:
(a) Scale 4 HEAD OF SCIENCE DEPARTMENT. Senior post requiring qualities of leadership and organizing ability.
(b) Teacher i/c REMEDIAL. To coordinate all remedial work in school. Scale 2.

Queensbridge School, Queensbridge Road B13 8QB
Mixed – 900 pupils.
Required January: HEAD OF HOME ECONOMICS & NEEDLEWORK (Scale 3). Ability to supervise and teach courses in Community Studies (CSE) and Sociology ('O' level) would be an advantage.

Sheldon Heath School, Sheldon Heath Road B26 2RZ
1,700 boys and girls—11-18
Required January: Teacher of MATHEMATICS. Scale 2 or 3. (Scale and area of responsibility will depend upon experience of candidate appointed.) Department has excellent record of success at CSE 'O', 'A' and 'S' levels.

Stockland Green School, Slade Road B23 7JH
11-18 comprehensive; 670 pupils (mixed): established Sixth
Required January: HEAD OF ENGLISH (Scale 4), to lead vigorous department of six in teaching over full age and ability range to 'O' level Language and Literature and 'A' level.

Swanshurst School, Brook Lane B13 0TW
(1,600 Girls, 200 in Sixth)
Required January: Scale 4 HEAD OF ENGLISH. Substantial 'A' level only. CSE, 'O' and CSE courses well established. Department of 11. Readvertisement—former applicants will be considered.

Warren Farm School, Dulwich Road B44 0EW
Required January: Scale 2 ART. Lively, experienced teacher, able to develop two-dimensional work, including aspects of Print Making.

Washwood Heath School, Burney Lane B8 2AS
Required January: Teacher of MATHEMATICS. Scale 2, to join department of 10 specialists.

Wheelers Lane School, Kings Heath B13 0SF
Required January: Scale 3 ENGLISH teacher to be second in Department and in charge of School Library.

VOLUNTARY SECONDARY SCHOOLS

SCALE 2 POSTS & ABOVE

Bishop Walsh R.C. School, Wylde Green Road, Sutton Coldfield B76 8QT
Required January:
HEAD OF PHYSICS (Scale 3). To teach Nuffield Course up to 'A' level. Successful and well-established department—excellent facilities. Applications to Correspondent Governor, c/o Head Teacher at the school.

Cardinal Wiseman R.C. School, Old Oscott Hill B44 9SR
Comprehensive.
Applications are invited from suitably qualified and experienced teachers for the post of HEAD OF ART (Scale 3) from January. Application forms and further particulars from the Clerk to the Governors at the school, to be returned to him by 13.10.80.

COUNTY SECONDARY SCHOOLS

SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the school as soon as possible, together with the names of two referees and s.a.e.

Cockshut Hill School, Yardley B26 2HX
(a) Teacher for REMEDIAL DEPT. Ability to assist with Music an advantage.
(b) Required January: Teacher for Lower School SCIENCE.

Erdington School, Kingsbury Road B24 8RE
Required as soon as possible: Teacher of REMEDIAL EDUCATION to help with general subjects. Ability to assist with remedial Maths an advantage. (Primary/Middle School trained applicants considered.)

Hartfield School, Hartfield Crescent B27 7QG. Tel: 021-778 1311
(a) Required as soon as possible: Teacher for REMEDIAL DEPARTMENT. It is hoped to appoint someone with interest and experience in the broader concepts of REMEDIAL/SPECIAL EDUCATION. There is already a delicate unit.
Telephone inquiries to Headmaster. Closing date: 17.10.80.
(b) Required January: Teacher for ENGLISH/DRAMA.

Hodge Hill Girls' School, Bromford Road B36 8EY
Required January: Temporary teacher for LATIN/CLASSICAL STUDIES. Latin taught to 'O' level and Ancient History and Literature to 'A' level.

Ilmington School, Ilmington Road B29 5LL
Enthusiastic teacher to join well-established REMEDIAL DEPT. Ability to teach Remedial Mathematics an advantage.

Marsh Hill School, Hampton Road B23 7JL
Vacancy exists for well-qualified PHYSICIST. Some examination work to 'O' and 'A' level available for suitably experienced candidate.

Portland School, Portland Road B17 8LR
Required immediately: Teacher of GENERAL SUBJECTS with special interest in children of lower ability.

Riland-Bedford School, Upper Holland Road, Sutton Coldfield B72 1RB
Required January: Teacher of BOYS' P.E. Ability to teach lower school Maths might be an advantage.

Sheldon Heath School, Sheldon Heath Road B26 2RZ
Required January: Teacher of MATHEMATICS.

Swanshurst School, Brook Lane B13 0TW
Girls' Comprehensive, 1,600 pupils, 200 in Sixth
(a) Required January: GEOGRAPHY teacher. 'A', 'O' and CSE courses well established.
(b) Required as soon as possible: one-year temporary teacher, HISTORY/ENGLISH.

VOLUNTARY SECONDARY SCHOOLS

Bishop Walsh R.C. School, Wylde Green Road, Sutton Coldfield B76 8QT
(a) Teacher of FRENCH to 'O' and possibly 'A' level. Apply Correspondent Governor, c/o school.
(b) Required January: Teacher of MATHEMATICS throughout school. Opportunities for 'A' level work and Computer Studies. Further details and application forms from Correspondent Governor, c/o Headmaster at the school within two weeks.

Bishop Vesey's Grammar School, Lichfield Road B74 2NA
Teacher of PHYSICS to teach up to and including 'A' level. Graduate preferred.

There is a scheme for assistance with removal expenses; Creche/nursery facilities available in certain cases.

BIRMINGHAM CITY COUNCIL

NEWHAM
(London Borough of)
LANGDON SCHOOL
Sussex Road, London E6 2PS
Head Teacher:
Mr. A. Gabert, B.A., M.Ed.
(Number on roll 1,900)

HEAD of METALCRAFT/ENGINEERING (Scale 3).

Required: January 1981 or as soon as possible.

A HEAD of METALCRAFT/ENGINEERING (Scale 3) is required, who is aware of the significance of technical studies in the 1980s, has special qualifications in the Metalcraft/Engineering area, and who has the knowledge, skill, imagination and energy to help technical studies make a strong contribution to the education of young people.

London Allowance £759.

Application forms/further particulars available from the undersigned to whom completed forms should be returned by October 17, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

Other Posts on Scale 2 and above

BEDFORDSHIRE
SOUTHERN AREA
ICKNIELD HIGH SCHOOL
Riddy Lane, Luton
Headmaster, Mr. A. R. Heggs, B.A.

Required for January, 1981, TEACHER to take charge of METALWORK and organize courses to "O" level standard. A willingness to be flexible within the design faculty would be an advantage.

Scale 2.

Council accommodation may be available in certain cases.

Further details and application forms obtainable from and returnable to the Headmaster. (S.A.E., please.)

BERKSHIRE
ASHMEAD SCHOOL
Northumberland Avenue, Reading.
N.O.R. 1100

Required January 1981 for this 11-18 boys comprehensive school TEACHER of TECHNICAL SUBJECTS (Scale 2).

Applications would be welcome from suitably qualified teachers able to offer a contribution to any of the following areas: Metalwork, Woodwork, Automobile Engineering and Three Dimensional Design work.

Please apply to Headteacher (S.A.E.). Closing date October 27th.

BRENT
(London Borough of)
PRESTON MANOR HIGH (MIXED) SCHOOL
Carlton Avenue East
Wembley HA9 8NA
(Roll 1,180 expanding to full seven-form entry, 11-18, approximately 200 in well-established Sixth Form. Excellent modern facilities in all subjects)
Headmaster: Dr. I. S. Mason, M.Sc., F.R.I.C.

Required from January or earlier if possible: TEACHER of WORKSHOP CRAFTS able to share in the teaching of GRAPHICAL COMMUNICATIONS and METALWORK/WOODWORK.

The Technical Studies department is well-established with excellent facilities. This is a suitable opportunity for a teacher entering the profession though a more experienced candidate would be considered for a Scale 2 post. There is a strong tradition of staff involvement in a wide range of extra-curricular activities.

London Allowance of £600 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the school within seven days, giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

EAST SUSSEX
WILLINGDON SCHOOL
Broad Road, Lower Willingdon
Eastbourne BN20 9QX
(770 mixed;
11 to 16 comprehensive)

Required from January 1981 a TEACHER of TECHNICAL STUDIES (Scale 2) to take charge of METALWORK and be actively interested in developing courses in design and multi-media work.

Well-equipped facilities and successful G.C.E. and C.S.E. courses.

Relocation grants available in approved cases.

Application forms (S.A.E. please) from the Headmaster.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

GRAVESHAM DIVISION

DOVER ROAD C.P. INFANTS' SCHOOL
Dover Road, Northfleet, Kent

TEACHER for NURSERY CLASS to work with a Teacher-in-Charge and two Nursery Assistants. Applications to the Headmistress at the school, as soon as possible.

DOVER DIVISION

NONINGTON C.E. PRIMARY SCHOOL
Nonington, Near Dover (Group 2)

INFANT TEACHER required for January, 1981, Scale 1.

Letters of application to the Head Teachers at the school with the names and addresses of two referees.

KENT
EDUCATION COMMITTEE
TUNBRIDGE WELLS TECHNICAL HIGH SCHOOL FOR BOYS
St. John's Road, Tunbridge Wells
(a selective school of 803 boys, 11 to 18 plus, with 161 in the Sixth Form)

Required as soon as possible, TEACHER of WORKSHOP CRAFTS able to share in the teaching of Metalwork, Woodwork and Graphic Communication. Courses in these subjects are well established at "O" and "A" levels. Scale 2 post available for an experienced candidate.

Letters of application, giving details of qualifications and experience together with the names and addresses of two referees should be sent to the Headmaster as soon as possible.

TONBRIDGE AND MALING DIVISION

HOLMESDALE SCHOOL
Malling Road, Snodland
Kent ME6 5HS
(Roll 780: Group IX)

Required for January 1981, METALWORK TEACHER in this co-educational high school of 780 pupils, aged 11 to 17 plus. The teacher appointed would be required to teach throughout the age and ability range to C.S.E. and "O" level in a well-equipped double workshop in a purpose-built block with a large project area. Applicants should also be prepared to play a full part in the corporate life of the school. Applications from newly qualified teachers considered.

Application forms obtainable from the Headmaster at the school, to be returned, together with the names and addresses of two referees as soon as possible. Please enclose a stamped, addressed envelope.

HOLMESDALE SCHOOL
Malling Road, Snodland, Kent
(Roll 780: Group IX)
In this co-educational high school of 780 pupils, aged 11 to 17 plus
Required for January 1981:
WOODWORK TEACHER
The Teacher appointed would be required to teach throughout the age and ability range to C.S.E. and "O" level in a well-equipped workshop in a purpose-built block with a large project area...

Applicants should also be prepared to play a full part in the corporate life of the school. Applications from newly qualified teachers considered. Application forms obtainable from the Headmaster at the school, to be returned, together with the names and addresses of two referees as soon as possible. Please enclose a stamped, addressed envelope.

NEWHAM
(London Borough of)
Unattached TEACHERS of [illegible] CRAFT (Woodwork, Metalwork, Engineering)
Scale 2.

Required as soon as possible, experienced qualified teachers are invited to apply for the above permanent posts as unattached staff in Secondary schools.

Travelling expenses incurred when travelling between schools is payable.

All applicants who have already applied for these posts will automatically be reconsidered.

London Allowance: £759.

Application forms from the undersigned/Head Teacher to whom completed forms should be returned by 31st October, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

REDBRIDGE
(London Borough of)
ILFORD COUNTY HIGH SCHOOL FOR BOYS
Fremantle Road, Barkingside,
Ilford, Essex IG6 2JB
Telephone: 01-550 2581
Head: J. A. Evans, B.A.

A suitably qualified METALWORK TEACHER (M.F.) is required in this boys' grammar school from January 1981 or as soon as possible thereafter. The successful candidate will have a progressive approach to Craft/Design/Technology and will show initiative to assist in the expansion of the department.

This is a Scale 2 post with outer London Allowance of £408 [illegible]

Please apply by letter to the Head at the school giving details of age, education, qualifications and experience, and the names and addresses of two referees.

SURREY
WEYDON COMPREHENSIVE SCHOOL
Farnham
(1,000 pupils, 12-16 years)
Scale 2, TECHNICAL DRAWING plus a little Mathematics. Examination work to "O" level. Farnham 725052.

Scale 1 Posts

BIRMINGHAM
HANDSWORTH GRAMMAR SCHOOL
Grove Lane, B21 9ET
Voluntary-aided, 750 Boys

Required for January, 1981 in this grammar school, which draws a selective intake from the City: TEACHER of TECHNICAL STUDIES, Scale 1. The main emphasis of the timetable will be in Woodwork but there is the opportunity to teach some Metalwork, and both are well-established at "O" and "A" Levels.

Apply by letter (no forms) to the Headmaster: giving full curriculum vitae, and stating curricular interests and names of two referees. A temporary appointment would be considered.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
RADCLIFFE SCHOOL
Wolverton
(1,600 boys and girls)

Required for January 1981 a TEACHER (male/female) whose main Craft qualification is in METALWORK. The department offers courses in Craft, Design and Technology, Applied Science and Technology, Metalwork, Woodwork and Technical Drawing. Scale 1.

Application should be made by letter to the Headmaster, giving curriculum vitae and the names and addresses of two referees, to Radcliffe School, Wolverton, Milton Keynes MK12 5BT.

Subject to the County Council's regulations generous removal expenses and board and lodging allowances are payable.

Rented housing may be available in approved cases, and there is a wide range of housing to buy in the area.

CROYDON
(London Borough of)
HALING MANOR HIGH [illegible]
Kendra Hall Road
South Croydon CR2 6DT
Telephone: 01-681 [illegible]
Tenable: January 1, 1981
TEACHER of WOODWORK required.
Salary: Burnham Scale 1 with London Area Allowance.
Please send S.A.E. for application form, from and returnable to the Head Teacher at the above address as soon as possible.

DURHAM
COUNTY COUNCIL
SEDGEFIELD COMPREHENSIVE SCHOOL
11 to 18 years, 1,033 on roll. TEACHER of METALWORK for January 1981 or as soon as possible thereafter to teach up to C.S.E. and G.C.E.
Salary Scale 1.
Stamped addressed envelope for application form and further details to Area Education Office, [illegible] Lane, Spennymoor, Co. Durham. Closing date for receipt of applications: October 27, 1980.

HARROW
EDUCATION COMMITTEE
PARK HIGH SCHOOL
Thistlecroft Gardens, Stanmore, Middlesex HA7 1PL
01-952 2803/1374
TECHNICAL STUDIES [illegible] with a special interest in [illegible] Drawing required for January by this eight-form entry [illegible] comprehensive [illegible] (age range 12 to 16 years) in a pleasant residential [illegible] A well-equipped department [illegible] wide variety of courses [illegible] and "O" level.
Post open to men and women. Application forms from the [illegible] returned to the [illegible] October 24, 1980.
Please enclose stamped addressed envelope.

SECONDARY
Technical Studies
continued

HERTFORDSHIRE
MOUNT GRACE SCHOOL
Church Road, Potters Bar

TEACHER of METALWORK WOODWORK, with interest in Motor Vehicle Engineering required January. Scale 1 post.

This is a Mixed 11-18 school, well established, and set in delightful surroundings close to London.

Please apply immediately to the Headmaster at the school, giving names of two referees.

LONDON
CENTRAL FOUNDATION BOYS' SCHOOL
Cowper Street, London EC2A 4AP
(Near Old Street Station)

Required to begin as soon as possible, a TEACHER of TECHNICAL STUDIES in this three-form entry, Voluntary Aided School. A Scale 2 post may be available and telephoned inquiries are welcome.

Please apply to the Headmaster at the school by letter, giving full details and names and addresses of two referees.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT

NORTHGATE HIGH SCHOOL
Cemetery Road
Dereham NR19 2EU
(Roll 680)

TEACHER of CRAFT SUBJECTS, including Motor Vehicle Maintenance and Technical Drawing. Scale 1.

Teachers seeking their first appointment are invited to apply.

Application forms and further details on receipt of a stamped addressed foolscap envelope from the Head Teacher at the school.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following post:

MEDEN SCHOOL
Burns Lane, Warsop,
Mansfield, Notts, NG20 0QN
Headmaster: J. B. Ellis
Mixed: 1,390 (11-18)

For January, TEACHER (Scale 1) to offer any combination of WOODWORK, METALWORK, CREATIVE DESIGN and TECHNICAL DRAWING in a progressive and active Creative Arts Faculty.

Application forms available (S.A.E.) from the Head Teacher.

SOLIHULL
EDUCATION COMMITTEE
PARK HALL SCHOOL
Water Orton Road, Castle Bromwich
Birmingham 36
(11 to 18 mixed comprehensive, 1,480 on roll)

Required for 1 January, 1981 — QUALIFIED TEACHER of TECHNICAL STUDIES (Scale 1) to join a lively department within the design faculty. Candidates should be able to offer combination of subjects and have an interest in design technology.

Apply by letter to the Headmaster, giving curriculum vitae and names of two referees.

SOMERSET
(Re-advertisement)
SYDENHAM SCHOOL,
BRIDGWATER
(11 to 16 mixed comprehensive 1,019)

For January 1981, or earlier if possible, TEACHER of METALWORK, scale 1.

Applications by letter, as soon as possible, to the Head at school, with curriculum vitae and names of two referees.

Also see Somerset display advertisement.

SURREY
EDUCATION COMMITTEE
WEYDON COUNTY SECONDARY
Farnham
(12 to 16)
Scale 2, TECHNICAL DRAWING and a little MATHEMATICS. Examination work to "O" level.
Apply to the Head. Telephone: Farnham 725052.

TAMESIDE
METROPOLITAN BOROUGH
LITTLEMOSS COUNTY HIGH SCHOOL FOR BOYS
Littlemoss, Droylsden,
Manchester, M35 7LF

ASSISTANT TEACHER, WOODWORK / METALWORK Scale 1 required from January 1, 1981.

Application forms available from the Headteacher at the school to whom completed forms should be returned to arrive no later than October 17, 1980, or earlier if possible.

Ref. TE 2441/TES.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
SHELFIELD COMPREHENSIVE SCHOOL
Broad Way, High Heath, [illegible] Walsall WS4 1BW
Required as soon as possible: TEACHER of DESIGN TECHNOLOGY (Wood and Metal bias) and TECHNICAL DRAWING. Scale 1. The Heavy Craft Department is housed in a purpose-built Craft Centre.
Previous applicants will have their applications considered at the appropriate time.
Application should be made by letter to the Head Teacher of the school, giving the names and addresses of two referees and enclosing a S.A.E.
Closing date: October 17, 1980.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
JOSEPH LECKIE SCHOOL
Walstead Road West
Walsall WS5 4PO
(11-18 comprehensive, mixed 1,719 on roll, 160 in Sixth Form)
Required as soon as possible: TEACHER of TECHNICAL SUBJECTS (Scale 1) to work in a department of seven teachers. Excellent facilities in a new Technical block with considerable "O" [illegible]
Application should be made by letter to the Head Teacher of the school giving the names and addresses of two referees and enclosing S.A.E.
Closing date October 17, 1980.

Other than by Subject Classification

Other Posts on Scale 2 and above

WARWICKSHIRE
ALDERMAN SMITH SCHOOL
Radnor Drive, Nuneaton
(12 to 16 Comprehensive, 950 on roll)

A Scale 3 post is available for a TEACHER to work mainly with small groups and individual pupils with the aim of modifying their behaviour patterns in order to allow them to take full advantage of the learning situation. It is hoped to make an appointment for January 1, 1981, and the closing date for applications is 10 days after the appearance of this advertisement.

Applicants should, in the first instance, ring the school for further details asking to speak to the Head. Telephone: Nuneaton 341134.

Scale 1 Posts

BRADFORD (City of)
METROPOLITAN COUNCIL
WYKE MANOR SCHOOL
(c 950 on roll; 13 to 18 co-educational)

Required for January 1, 1981, a permanent full-time Scale 1 TEACHER of ECONOMICS and HISTORY. The time-table required is split almost exactly 50:50 between the two subjects. In Economics all pupils are working for "O" levels or C.S.E. and there will be "A" level work available next year. In History the work will initially be at C.S.E. level and below; again a better balanced time-table is likely to be offered in 1981-82.

Application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP, and should be returned to the Head Teacher, Wyke Manor School, Wilson Road, Wyke, Bradford BD12 9PX, by October 22, 1980.

Reference ET 54180/TES.

HARROW
EDUCATION COMMITTEE
BENTLEY WOOD HIGH SCHOOL FOR GIRLS
Bridges Road, Stanmore, Middx.
Telephone: 01-954 3623

Required immediately until the end of July 1981, temporary Scale 1 TEACHER of GENERAL SUBJECTS including Second Year MATHEMATICS. The post could suit a Middle School trained teacher. This is a comprehensive high school for 720 girls aged 12 to 16 with excellent facilities and set in a good residential area.

Write or telephone for application forms and further details.

Application forms from, and to be returned to, the school by October 22.

Please enclose stamped addressed envelope.

LIVERPOOL
ASSISTANT
Scale I
GEOGRAPHY/SOCIAL STUDIES
KING DAVID HIGH SCHOOL
(Mixed)
Childwall Road, Liverpool,
L15 6UZ
Required for January.

A full share of work up to "A" level available to a suitable candidate.

Geology advantageous.

Forms available from (S.A.E.) and returnable to the Headteacher quoting reference P+M 872(b) by 20th October, 1980.

ROCHDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
Required for January, 1981
HIGH SCHOOLS
GREENHILL (13-18)
Falinge Road, Rochdale
Telephone: Rochdale 31246

TEACHER in charge of DRAMA, Scale 2.

A specialist Drama teacher, preferably with professional stage experience is required for 1st January, 1981 or earlier to take over the Drama Department. Drama in the school is well established and popular with pupils of all abilities. The full age range of the school is involved. There is also a large measure of support, including professional, from the staff generally. A C.S.E. course has been running for three years.

The person appointed would be expected to further the development of the department and to play a full part in the extra-curricular activities. There are at least two full-scale drama productions each school year.

LITTLEBOROUGH (11-16)
Calderbrook Road,
Littleborough
Telephone: Littleborough 78886

Scale 1 MATHEMATICS to be capable of teaching up to G.C.E. "O" level at present. Ability to "assist" in thriving Computer Studies. Course an advantage.

INSTRUMENTAL MUSIC SERVICE
CASTLEMERE SCHOOL
Tweedale Street, Rochdale
Telephone: Rochdale 56380

Violin/Viola Scale 1.

Application forms for the above posts available on receipt of a S.A.E. to the Headteacher at the school to whom they should be returned by 20th October, 1980.

STOCKPORT
MARPLE RIDGE HIGH SCHOOL
Hibbert Lane, Marple
Stockport SK6 6PA
ENGLISH AND HUMANITIES
(Scale 1) (Reference 117/TES)
Application forms obtainable from and returnable to the Head Teacher (quoting reference) by October 24, 1980.

Application forms for the following appointments, except for Headships and where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. Application forms for Headships should be obtained from and returned to the appropriate Area Education Officer. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

Please quote reference number ES 10/10 on your letter when making your request.

* * * * *

Headteachers

Axminster St. Mary's R.C. Primary School
Lyme Road, Axminster, EX13 5BE (Roll: 60)
Head (Group 2)
Required April, 1981, for this three class school. Practising Catholic essential. Application forms from the Correspondent to the Governors (ES), Canon D. B. Haslehurst, St. Mary's Presbytery, Lyme Road, Axminster, EX13 5BE. Tel. Axminster 32135. Closing date: 1st November, 1980.

* * * * *

Deputy Headteachers

Estover Comprehensive School
Estover, Plymouth (Roll: 750)
(1) DEPUTY HEAD (GROUP 9)
(2) SECOND MASTER/MISTRESS (GROUP 9)
Required for April, 1981, for this new purpose built 11-18 age range school, which is scheduled to open in September, 1981. Please indicate for which appointment application is made. Application forms and details from and returnable to the Area Education Officer, (ES), Civic Centre, Plymouth, PL1 2EW, closing date 24th October, 1980.

* * * * *

Scale 2 Posts

Plymouth High School for Girls
St. Lawrence Road, Plymouth, PL4 6HT
(Roll: 374)
Scale 2—Head of Religious Education Department
For January or April, 1981. The Department is a strong one with a high proportion of pupils opting for examination courses at both 'O' and 'A' level. Closing date 24th October, 1980.

Pilton School and Community College
Chaddiford Lane, Barnstaple (Roll: 1,207)
Scale 2—Chemistry
Required January, 1981, in this 11-16 mixed Comprehensive School to teach Chemistry up to 'O' level. Closing date 24th October, 1980.

* * * * *

Scale 1 Posts

Southway School
Rockfield Avenue, Southway, Plymouth,
PL6 6DY (Roll: 1,548)
Scale 1—German and French
For January, 1981, to 'O' level/C.S.E. An interest in modern methods is essential. Excellent facilities. Closing date 24th October, 1980.

Ivybridge School
Harford Road, Ivybridge, Devon, PL21 0JA
(Roll: 1,405)
Scale 1—Physics and Chemistry
For January, 1981, to teach to 'O' level with the possibility of some 'A' level work for a suitably qualified candidate. This is a new post. Closing date 24th October, 1980.

Woodlands School
Bodmin Road, Whitleigh, Plymouth, PL5 4DZ
(Roll: 117)
Scale 1(S)—Special
For January, 1981, at this school for physically handicapped and delicate children, to be responsible in first instance for a mixed group of 14-15 year olds. Ability to teach General Science and/or Gardening could be an advantage. Closing date 24th October, 1981.

Honiton County Secondary School and Community College
Honiton, Devon (Roll: 871)
Scale 1—Girls' P.E. and English
Required January, 1981. Closing date 17th October, 1980.

Dawlish School
Elm Grove Road, EX7 0BY (Roll: 790)
Scale 1—English/French
Required January, 1981, for this Group 10 Mixed 11-16 Comprehensive. Commitment approximately half-time for each subject. Letters of application to Headmaster as soon as possible.

Totnes, King Edward VI School
Ashburton Road, Totnes, TQ9 5JX
(Roll: 1,518)
Scale 1—Music (Temporary)
Required January, 1981, for two terms at this Group 12, Mixed 11-18 Comprehensive. Letters of application, giving curriculum vitae and names of two referees, to Headmaster by 17th October, 1980.

Ilfracombe School and Community College
Worth Road, Ilfracombe, EX34 9JA
(Roll: 1,495)
Scale 1 or 2—Chemistry and Combined Science
Required January, 1981, for Chemistry and Combined Science to teach some Combined Science in years 1 and 2 and Chemistry to C.S.E. and 'O' and 'A' level. Scale 2 available in the near future to a suitable applicant. Closing date 24th October, 1980.

Torquay Boys' Grammar School
Barton Road, Torquay (Roll: 767)
Scale 1—Geography
Required January, 1981. Letters of application giving names of two referees to Headmaster. Closing date 20th October, 1980.

Exeter Vincent Thompson (12-16 Comprehensive) High School
Ringswell Avenue, Exeter, EX1 3EG
(Roll: 710)
Scale 1—Craft, Design and Technology (Re-Advertisement)
Required January, 1981, with a bias towards metalwork, to work as part of a team on an established Design Course. Applicants should state their second teaching subject and their interest in extra-curricular activities. Previous applicants will be re-considered. Apply by letter with curriculum vitae, and names and addresses of two referees to Headmaster. Closing date: as soon as possible.

Exeter Hele's Boys' High (12-16 Comprehensive) School
Southam, Exeter (Roll: 1,020)
Scale 1—Mathematics
Required January, 1981, or earlier if possible. Apply by letter with curriculum vitae, and names, addresses and status of two professional referees to Headmaster. Closing date: as soon as possible.

DEVON

Somerset County Council

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (S.A.E., foolscap) from the Heads at the Schools.
Please quote reference 10/10 on correspondence.

FURTHER EDUCATION

SOMERSET COLLEGE OF AGRICULTURE AND HORTICULTURE, CANNINGTON, BRIDGWATER
For January, 1981, Lecturer Grade 1A/1B in EXTRA MURAL AGRICULTURE.
Salary: £4,683-£8,058 or £5,274-£8,688 p.a.

Write or telephone immediately for application form and details from the Clerk to the Governors. (Tel. Combwich (0278) 652226).

YEOVIL COLLEGE, YEOVIL
For January, 1981, or sooner if possible. Lecturer Grade 1 to teach SOCIAL and LIFE SKILLS see under 'Further Education' section.

SECONDARY

LADYMEAD SCHOOL, TAUNTON
(11-16 mixed comprehensive, 840)
For January, 1981, teacher of FRENCH, Scale 2. To be second in the Modern Languages Department.
Applications by letter, as soon as possible, to the Head at the school, with curriculum vitae and names of two referees.

CRISPIN SCHOOL, STREET
(11-16 mixed comprehensive, 1,192)
For January, 1981, specialist teacher of WOODWORK, scale 2.
Applications by letter, as soon as possible, to the Head at the school, with curriculum vitae and names of two referees (S.A.E.).

PRESTON SCHOOL, YEOVIL
(11-16 mixed comprehensive, 1,050)
For January, 1981, teacher of METALWORK/WOODWORK, Scale 2.
Applications by letter, as soon as possible, to the Head at the school, with curriculum vitae and names of two referees.

PRIMARY HEADSHIPS

WEST PENNARD C.E. V.C. PRIMARY, NR. GLASTONBURY
For April, 1981, HEAD for this Group 4 school.
SHIPHAM C.E. V.C. FIRST, NR. CHEDDAR
For April, 1981, HEAD for this group 2 school.
Application forms and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY.
Closing date: 27th October, 1980.

Notre Dame College of Education
Bearsden, Glasgow

The governors invite applications from appropriately qualified and experienced teachers for the post of

LECTURER IN EDUCATIONAL SCIENCE

Applicants should be currently involved in guidance in Scottish schools and have an appropriate qualification in education in order to take part in the work of the educational science department in both pre-service and in-service sectors.

The date from which the appointment will take effect will be negotiable.

The salary scale attached to the post is £6,015 to £11,289 per annum.

Application forms and further information may be obtained from the Principal, to whom completed forms should be returned by Monday, 27th October 1980.

Tayside Regional Council

EDUCATION DEPARTMENT

POSTS OF RESPONSIBILITY

PRIMARY

(A) ABERLEMNO PRIMARY SCHOOL, by FORFAR (RE-ADVERTISEMENT)—HEAD TEACHER (R.A. £1,077). Roll: 26.

This school is situated in the village of Aberlemno on B9134, 5 miles north-east of Forfar. School-house available.

SECONDARY

(D) WHITFIELD HIGH SCHOOL, DUNDEE—PRINCIPAL TEACHER OF MATHEMATICS (R.A. £1,962).

(D) CRAIGIE HIGH SCHOOL, DUNDEE—ASST. PRINCIPAL TEACHER OF MATHEMATICS (R.A. £1,044).

NURSERY

(D) ELLENGOWAN NURSERY SCHOOL, DUNDEE—HEAD TEACHER (R.A. £1,368).

TEACHER POSTS

- (A) FORFAR ACADEMY—MATHEMATICS.
- (A) ARBROATH ACADEMY—MODERN LANGUAGES.
- (A) WEBSTER'S HIGH SCHOOL, KIRRIEMUIR—MODERN LANGUAGES.
- (D) KIRKTON HIGH SCHOOL, DUNDEE—BIOLOGY, CHEMISTRY.
- (D) LINLATHEN HIGH SCHOOL, DUNDEE—PHYSICS, BIOLOGY.
- (D) MONIFIETH HIGH SCHOOL—PHYSICS.
- (D) LAWSIDE R.C. ACADEMY, DUNDEE—BIOLOGY.
- (P) PERTH GRAMMAR SCHOOL—REMEDIAL EDUCATION.
- (P) PERTH HIGH SCHOOL—MATHEMATICS.
- (P) ST. COLUMBA'S R.C. HIGH SCHOOL, PERTH—MATHEMATICS.
- (P) BLAIRGOWRIE HIGH SCHOOL—SCIENCE, BIOLOGY.
- (D) PRIMARY SCHOOLS IN DUNDEE—PERIPATETIC TEACHER OF ART.

Application forms and full details are obtainable, according to post annotations, from:—

(A) Divisional Education Officer, County Buildings, Forfar DD8 3LF.

(D) Divisional Education Officer, Floor 6, Nethergate Centre, Dundee DD1 4BL.

(P) Divisional Education Officer, 8 York Place, Perth PH2 8EW.

The closing date for the receipt of applications is Monday, 27th October, 1980.

SCOTTISH APPOINTMENTS

Secondary Education

Art and Design

CRIEFF
MORRISON'S ACADEMY
TEACHER OF ART

There will be a vacancy from January, 1981, for a TEACHER of ART. The work will cover all stages of the Secondary curriculum to Higher Grade. The successful candidate may also be required to share in Sixth Form post-Higher work as well as in Primary class work. Applicants should be GTC registered (or eligible for registration).

Salary and superannuation are on Scottish national scales. It is hoped that the successful candidate will be able to assist in some of the extra-curricular activity of the school.

Applications with curriculum vitae and the names and addresses of two professional referees should be sent to the Rector. The closing date for applications is November 5, 1980.

Independent Schools

English

DUNBARTONSHIRE
LOMOND SCHOOL
Helensburgh
ENGLISH

A TEACHER of ENGLISH is required for January 1981 to teach throughout the Senior School, including preparation at S.C.E. "H" and "O" grades. An interest in Drama would be welcome. Applicants should have a good degree in English and be qualified to teach the subject.

Applications in writing, together with a curriculum vitae and the names and addresses of two recent referees should be sent to the Principal, D.S.C. Arthur, M.A., Lomond School, Helensburgh, G84 9JX.

Science

Heads of Department

EDINBURGH
ST. GEORGE'S SCHOOL FOR GIRLS
Garscube Terrace, Edinburgh EH12 6BG
PRINCIPAL TEACHER OF PHYSICS
(January 1981, or as soon as possible thereafter)

The secondary school has over 530 pupils and presents candidates in S.C.E. "O" grade and "Higher" and G.C.E. "A" level.

There are large numbers doing Sciences throughout the school and in the Sixth Forms and there are regularly candidates for Oxbridge.

Further details from the Headmistress, to whom application should be made giving curriculum vitae and the names, addresses and telephone numbers of two professional referees by Friday, November 7, 1980.

Examiners

JOINT MATRICULATION BOARD
UNIVERSITIES OF MANCHESTER, LIVERPOOL, LEEDS, SHEFFIELD AND BIRMINGHAM
EXAMINERS FOR THE G.C.E.

TEACHERS with appropriate professional qualifications and three or more years' teaching experience are invited to apply for appointment as examiners in:

GENERAL PAPER, GENERAL STUDIES
ENGLISH LANGUAGE
ENGLISH LITERATURE

For further information apply in writing to the Secretary. Teachers who have been informed that they are already on the Board's reserve lists do not need to make any further application.

Joint Matriculation Board, Manchester M15 6EU.
R. Christopher, Secretary to the Board.

Colleges of Education

Directors and Principals

EDINBURGH
MORAY HOUSE COLLEGE OF EDUCATION
POST OF DIRECTOR
SCOTTISH CENTRE FOR EDUCATION OVERSEAS

Applications are invited for this major post, the holder of which is responsible to the Principal of the College (or his deputy) for the work of the centre. The centre is long-established in its own field with specialists in English language-teaching and in educational administration as applied to developing countries.

Candidates must be university GRADUATES with relevant academic teaching qualifications recognized in the United Kingdom: teaching/administrative/supervisory experience both in the United Kingdom and outwith is also essential. Salary, £15,606 per annum.

Further particulars and form of application may be obtained from the Secretary (SC/S), Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ. The closing date for the receipt of completed applications is Monday, December 8, 1980.

For Sale and Wanted and Postal Shopping

DISPOSING
SUPERB BOUND VOLUMES

The Times (1860s to 1950s), Glasgow Herald (1860s to 1930s), Edinburgh Courant (1870s to 1880s), Scotsman (1919 to 1930s), 78 newspapers each. £19 each.
Telephone: 0492 31196.

If you buy anything for your school—first check the advertisements in
THE TIMES
Educational Supplement

Central Regional Council

EDUCATION DEPARTMENT

Technical Education Teacher
Woodlands High School, Falkirk
(Telephone Falkirk 29615)

Technical Education Teacher
Graeme High School, Falkirk
(Telephone Falkirk 22576)

Mathematics Teacher
McLaren High School, Callander
(Telephone Callander 30156)

Further details are available from the Rector of the School.

Applications are invited from suitably qualified Teachers registered with the General Teaching Council for Scotland.

Application forms are available from the Director of Education, Room 205, Central Regional Council, Viewforth, Stirling, to whom they should be returned as soon as possible.

Central Regional Council

EDUCATION DEPARTMENT

Principal Teacher
English Department, St. Modan's High School, Stirling
(telephone Stirling 70962)
Responsibility Payment £2,274
Candidates will require to be approved by the Roman Catholic Church Representative.

Principal Teacher
Guidance Department, Woodlands High School, Falkirk
(telephone Falkirk 29615)
Responsibility Payment £1,311
The successful applicant will be responsible in the main for the Guidance & Moral Welfare of girl pupils.

Principal Teacher
Mathematics Department, Alloa Academy (telephone Alloa 214979)
Responsibility Payment £1,941

Teacher
(Secondary qualification)
Remedial Education, Lornshill Academy, Alloa (telephone Alloa 214331)
Further details are available from the Rector of the Schools

Applications are invited from suitably qualified Teachers registered with the General Teaching Council for Scotland. Application forms are available from the Director of Education, Room 205, Central Regional Council, Viewforth, Stirling to whom they should be returned not later than Monday, 27th October, 1980.

DUMFRIES AND GALLOWAY REGIONAL COUNCIL

TEACHERS
EDUCATION DEPARTMENT

Applications are invited from suitably qualified registered teachers for the undernoted posts:

SECONDARY PROMOTED POST

PRINCIPAL TEACHER OF RELIGIOUS EDUCATION
DUMFRIES HIGH SCHOOL
Dumfries High School is a four year school with a roll of 1,180.
Responsibility Element of Salary £2,127.

OTHER POSTS

TEACHER OF ART
LOCKERBIE ACADEMY—six year school—roll 1,040.

TEACHERS OF MUSIC
ANNAN ACADEMY—six year school—roll 1,300
MOFFAT ACADEMY—four year school—roll 223

TEACHER OF MATHEMATICS
**STRANRAER ACADEMY—six year school—roll 1,600

TEACHER OF PHYSICS/GENERAL SCIENCE
**DOUGLAS EWART HIGH SCHOOL, NEWTON STEWART—six year school—roll 1,000

TEACHER OF PHYSICS/CHEMISTRY/GENERAL SCIENCE
ANNAN ACADEMY—six year school—roll 1,300

Application forms, together with further information may be obtained from the Director of Education, 30 Edinburgh Road, Dumfries, or, for the posts marked **, from the Area Education Office, 10 Market Street, Stranraer.

Completed application forms should be returned by 27 October, 1980, to the appropriate office.

Sixth Form and Tertiary Colleges

Scale 1 Posts

ESSEX
SOUTH EAST ESSEX SIXTH FORM COLLEGE
(Roll 1,030. All-ability students)
Runnymede Chase, Thundersley, Benfleet
Telephone: South Benfleet (03745) 56111
TUTOR IN ENGLISH, Scale 1, for January: Good Honours Graduate to teach English to "A" level. Suitably experienced applicant considered for Scale 2.
Curriculum vitae and names of referees to the Principal. (Foolscap S.A.E. please).

SOMERSET
FURTHER EDUCATION
YEOVIL COLLEGE
Yeovil
For January, 1981, or sooner if possible, LECTURER Grade I to teach SOCIAL and LIFE SKILLS
See under "Further Education" Section.

SURREY
GODALMING COLLEGE
Tuesley Lane, Godalming, Surrey
Required for January 1, 1981 a GRADUATE TEACHER of ENGLISH (Scale 1) to "O", "A" and "S" levels. An interest in drama would be an advantage.
Applications by letter to the Principal with the names of two referees.

WARWICKSHIRE
KING EDWARD VI COLLEGE
Nuneaton CV11 4HE
Voluntary Aided Mixed Sixth Form College
TEACHER of GEOGRAPHY required for January 1981, to teach "A" and "O" level groups.
Temporary post for two terms, to cover maternity leave.
Applications should be made as soon as possible by letter, giving curriculum vitae and names and addresses of two referees to the Principal, from whom further details may be obtained.

Special Education

Headships

BIRMINGHAM
SPECIAL SCHOOLS
HEAD TEACHER
(Group 7 (S))
(Responsible for ordinary services for the hearing impaired)

The successful applicant will be required to lead a team of the peripatetic teachers, to plan and coordinate educational provision for children in ordinary schools and those of pre-school age, to control the supply of auditory equipment in the ordinary sector, and to plan the in-service training of candidates for the D.A.T.O.D. diploma.

There is a scheme for assistance with removal expenses. Creche, nursery facilities available in certain cases.

HERTFORDSHIRE
HYDE SCHOOL E.S.N. (M)
The Hyde, Cole Green Lane
Welwyn Garden City
Applications are invited from suitably qualified and experienced TEACHERS, who have an Advanced qualification, for the post of HEAD TEACHER of this Group 6 (S) school.
Further details and application forms from the Divisional Education Officer, 9 Guessens Road, Welwyn Garden City (W.G. 28016), to be returned as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Appointment of HEAD TEACHER
...FIELD SCHOOL
(S) Group 6(S)
... Road, Folkestone, Kent
HEAD TEACHER for this ... 5(S) Boarding and Day ... is required for the Summer ... 1981. The present roll of 91 ... 24 children being educated ... associated units situated in ... establishments.
Application forms and further details available (S.A.E.) from and returnable to the ... Education Officer, 3 ... Road, Folkestone, Kent ..., by October 27, 1980.

Deputy Headships Senior Masters/Mistresses

BEDFORDSHIRE
EDUCATION SERVICE
ST. MARGARET'S SPECIAL (E.S.N.(M.)) SCHOOL
Great Gaddesden, Hemel Hempstead
Hertfordshire
DEPUTY HEAD (Scale 4(S))

Required for January 1981, or as soon as possible, a TEACHER of GENERAL SUBJECTS for the post of DEPUTY HEAD, Scale 4(S). As well as teaching General Subjects, administrative duties are required, also 15 hours' extraneous duties.

Married or single accommodation is available for the successful applicant, if required.

Previous applicants will be considered.

Application forms and further details obtainable from the Head (Telephone Little Gaddesden (044 284) 3435).

CHESHIRE
EDUCATION COMMITTEE
TARPORLEY BROOK FARM RESIDENTIAL SCHOOL FOR MALADJUSTED CHILDREN
Required for January, 1981
DEPUTY HEAD TEACHER
Group 4(S)

Applications are invited from suitably qualified and experienced teachers for the above school which caters for 50 boys and girls in the nine to 16 age range.

Experience in the field is essential and an additional qualification in special education will be an advantage. The post is residential and the successful candidate should be able to undertake work experience and careers guidance, and offer any combination of the following subjects: mathematics, human biology, woodwork, technical drawing.

Intending applicants are invited to contact the Head Teacher.

Further details and application form obtainable from: District Education Officer, District Education Office, Watling Street, Northwich.

Closing date: October 24, 1980.

DERBYSHIRE
EDUCATION COMMITTEE
ST. MARTIN'S SCHOOL
Wisgreaves Road, Alvaston, Derby DE2 0RQ

Required for January 1st, 1981, experienced TEACHER for the post of DEPUTY HEAD of this Group 5 ESN(M) School.

Further details and application forms, which should be returned within 10 days of this advertisement, may be obtained from the Head Teacher, St Martin's School.

DORSET
BEAUCROFT SPECIAL SCHOOL (ESN(M))
Wimborne Road, Colehill, Wimborne
(Age range 5 to 16, 115 on roll)
Required April, 1981, or earlier—DEPUTY HEAD TEACHER (Group 6(S))

Assistance with removal and legal expenses.

Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth, on receipt of S.A.E. Closing date October 24, 1980.

Heads of Department

WARWICKSHIRE
ST. MARGARET'S DAY SPECIAL SCHOOL
Hurst Road, Bedworth, Nuneaton (E.S.N., M.).

Required January, 1981, HEAD of MIDDLE SCHOOL, Scale 3(S)

Extra qualification for the teaching of slow learning children an advantage.

Application form and further details available from Head at the School (S.A.E., please).

...ineau House Seaside School, Kingsway, Aldwick, Bognor Regis

...Joint Appointment of Resident Teacher in Charge and Matron

Due to the retirement of the present incumbents the above posts will become vacant from January, 1981. The school, situated in its own grounds on the sea-front, accommodates pupils from Birmingham's Special Schools for up to two weeks at a time. Separate family accommodation is available. The requirements of the posts are as follows:—

(a) Teacher in Charge, Group 3(S)
Qualified teacher, preferably with qualifications in Special Education, and with residential experience.

(b) Matron
Experience in working with handicapped children in a residential situation is essential. A nursing qualification will be an advantage. Salary N.J.C. Scale 2 plus enhancement for appropriate qualifications. Candidates may visit the school by arrangement with the Teacher-in-Charge (02-839-23157) Application forms and further details obtainable from the Chief Education Officer, Staffing Branch, Margaret Street, Birmingham B3 3BU and are returnable by October 24th, 1980.

There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

Other Posts on Scale 2 and above

AVON COUNTY
BRISTOL, STAGE V CENTRE
Stratton Street, Bristol, BS2 9BH

Required from November 3, experienced TEACHER to assist at the Centre. Salary Scale 3.

Should have several years' experience with difficult disruptive children, be prepared to share responsibility for a variety of outdoor activities and have warmth and understanding of the diverse problems encountered by this type of child.

Applicants should be prepared to teach General Subjects with particular responsibility for the teaching of Mathematics and Boys' Games, especially motor cycle/car mechanics and woodwork.

Application by letter to Mrs. P. A. Gower at the Bristol Stage V Centre by October 17 with curriculum vitae and names of two referees, S.A.E., please.

Quote [illegible]10.80.

BEDFORDSHIRE
EDUCATION SERVICE
WEATHERFIELD (E.S.N.)
SPECIAL DAY SCHOOL
Brewers Hill Road, Dunstable, Beds.

TEACHER required for January 1981 or as soon as possible thereafter, to work in a co-operative teaching situation with a small class of primary-aged children at this school for children with moderate learning difficulties. Previous experience in this type of work not essential but it is necessary for the applicant to have had successful experience with primary children.

Interest and aptitude in one of the following would be an advantage: Language Development, Resources, A.V.A., Drama, Display, Girls' Physical Education.

Scale 2(S) for suitable applicants.

Visits from prospective candidates welcome.

Application forms and further details available from the Head (S.A.E., please).

BUCKINGHAMSHIRE
BEACONSFIELD CHILTERN DIVISION
PRESTWOOD LODGE SCHOOL
Nailwood Lane, Prestwood
Great Missenden
(Group 4: roll 44)

Required for January 1981 TEACHER of GENERAL SUBJECTS for this modern purpose-built family Boarding School for senior maladjusted boys. Ability to offer Woodwork and allied subjects an advantage. Applicants (m. or f.) should have a genuine interest in joining a community team working with educational and school therapeutic aims. Possible Scale 2 for appropriately qualified and experienced candidate.

Three-bedroom flat available for married candidates.

Extraneous duties average 15 hours weekly in term time.

Apply in writing with full curriculum vitae, names of two referees and S.A.E., please.

DURHAM
AYCLIFFE SCHOOL
REMEDIAL ENGLISH (Scale 2)

Applications are invited from suitably qualified and experienced teachers for the above post. The person appointed would be responsible for setting up a remedial centre.

Aycliffe is the regional centre for the assessment and treatment of disordered youngsters. It has a large integrated teaching staff, excellent facilities and exceptional opportunities for personal and professional development.

Special allowance of £660 is payable.

Applications giving full details of qualifications and experience and names of three referees should reach the Principal, Aycliffe School, Copelaw, Aycliffe, Co. Durham not later than October 17, 1980.

HAMPSHIRE
WINTON LODGE
London Road, Andover, SP10
DEPUTY HEAD of Unit (Scale 3) required as soon as possible.
Experience in Special Education essential.
Application forms and further details from Mr. G. W. Bell, Head of Unit. S.A.E. please.

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
PERIPATETIC TEACHER
HANDICAPPED CHILDREN
SCARBOROUGH AREA

Required for January, 1981, peripatetic teacher to work with young handicapped children invariably below statutory school age, and parents. The post will be based in York and cover the York area. Burnham Scale 2.

Further details and application form (to be returned by October 17, 1980) from the County Education Officer, Room 135, County Hall, Northallerton DL7 8AE.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
NORTHERN GENERAL HOSPITAL SCHOOL
Herries Road, Sheffield S5 7AO

Required for January 1981, a suitably qualified experienced TEACHER willing to take responsibility, initially, for the development of LANGUAGE and COMMUNICATION at ST. JOSEPH'S Hospital, Walkley. The residents at this hospital are mostly female. They are profoundly handicapped with many having an additional physical handicap.

Applicants should have previous experience of working in a multi-disciplinary situation with mentally handicapped adults or adolescents and a knowledge of the Makaton Vocabulary.

An advanced diploma in special education would be an advantage also an interest in music and movement. Scale 2s.

For further details please contact the Head Teacher, Telephone: 0742-387985 Ext. 667.

Forms of application, obtainable from the Chief Education Officer, should be returned to him at P.O. Box 67, Leopold Street, Sheffield S1 1RJ, within one week of the appearance of this advertisement.

STAFFORDSHIRE
EDUCATION COMMITTEE
NEEDWOOD P. HEARING SCHOOL
Rangemore Hall, Rangemore,
Barton-under-Needwood
Burton-on-Trent

Required for January, 1981, a qualified TEACHER of the DEAF at this Co-educational Day Residential school. Candidates should have a qualification in Audiology. Scale 3(S) post.

Application forms obtainable from and returnable to the Head Teacher (S.A.E.).

STAFFORDSHIRE
EDUCATION COMMITTEE
(Re-advertisement)
PERIPATETIC TEACHER OF HEARING IMPAIRED
(Scale 3)

Applications are invited from Teachers holding a special diploma in teaching of the Deaf for the above post to commence in January 1981 or as soon as possible thereafter. The post is based at Stoke-on-Trent and a car allowance is payable.

Application forms obtainable from and returnable to the Chief Education Officer (Staffing), County Education Offices, Tipping Street, Stafford ST16 2DH (S.A.E.).

SURREY
EDUCATION COMMITTEE
THE MANOR SCHOOL
The Manor Hospital, Epsom

A qualified PHYSICAL EDUCATION TEACHER with E.S.N.(S) experience is required to teach Physical Education throughout this hospital school (age range at present 9-20 years). Preference will be given to a candidate who has had experience of teaching Physical Education with Senior Boys. There is the possibility of a Scale 2 post for a person who meets these requirements.

Further details and application forms from the Head, Mrs. P. M. Gumbrell, Tel. Epsom 27967.

TAMESIDE
(Metropolitan Borough)
SAMUEL LAYCOCK E.S.N.(M) SENIOR SCHOOL
Mereside, Stalybridge

Applications are invited from suitably qualified and experienced Teachers for the following posts from January 1, 1981.

ASSISTANT TEACHER—CRAFT
(Scale 2(S))
WOODWORK/METALWORK, POTTERY and PHOTOGRAPHY

ASSISTANT TEACHER—BOY'S PHYSICAL EDUCATION
Scale 1(S)

ASSISTANT TEACHER—GIRL'S PHYSICAL EDUCATION
Scale 1(S)

A Scale 2(S) will be awarded to one of these posts for the additional responsibilities of outdoor pursuits.

Application forms available from Assistant Director of Education (Special and Personal Services), Education Offices, Town Lane, Dukinfield, Cheshire, SK16 4BY, to whom completed forms of application should be returned by October 17, 1980. Ref. TE 2442/TES.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SUNNYSIDE E.S.N.(S) SCHOOL
The Baulk, Biggleswade, Beds.

Applications are invited from teachers already experienced in the Special Education field for the position of TEACHER, Scale 1.

Candidates should be prepared to teach in any section of the age/ability range. Individuals offering a high degree of experience and specialist skills may be eligible for a Scale 2 position.

Application forms and further details from the Head Teacher (telephone Biggleswade 313602).

BERKSHIRE
HEPHAISTOS SCHOOL
Farley Castle, Farley Hill,
Nr Reading.
N.O.R. 48.
Required immediately or January 1981, permanent TEACHER OF MATHS and GEOGRAPHY (Scale 1 (S)).
Preferably resident, to teach up to "O" level at this boarding school for severely physically handicapped 9-19 year olds.
Single/married accommodation available.
Emoluments for residential duties.
Apply to the Headteacher, Tel. Arborfield Cross 760329.
Closing date October 27th.

BRADFORD (City of)
METROPOLITAN COUNCIL
LINTON RESIDENTIAL SCHOOL
Linton, Via Skipton,
North Yorkshire BD23 6BH

Required for January, 1981, RESIDENT TEACHER to take responsibility for less able children throughout the school, and take boys' games. Experience of teaching slow-learning children essential, additional qualification preferred. Shared responsibility for a boys' dormitory. The school provides for about 90 children aged 8-16 years who are ascertained as delicate or maladjusted.

Accommodation available for single teacher. Scale 1 plus S.S.A., or Scale 2(S) post available for suitable applicant. Extraneous duties allowance for resident duties including some weekends. A deduction will be made for board/lodging. Further information available from the Headmaster, Mr. M. Pickering (Tel. Grassington 752249).

Application forms may be obtained from the Directorate Personnel Office, Fourth Floor, Provincial House, Market Street, Bradford BD1 1NP.

Completed application forms, together with an additional letter of application, should be returned to the Headmaster not later than October 22, 1980.

Reference ET 55780/TES.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
WHITE SPIRE SCHOOL
Bletchley

Required for January 1981, an experienced TEACHER to join the staff of this all age day boarding school for E.S.N.(M) pupils. Work will be mainly with senior age pupils and interest and ability in music would be an advantage. This post is not suitable for a probationary teacher. Scale 1 post plus special schools allowance.

Application forms obtainable from the Head, Mr G. Atherton, White Spire School, Rickley Lane, Bletchley, Milton Keynes MK3 6EW on receipt of a stamped addressed foolscap envelope.

Subject to the County Council's regulations generous removal expenses and board and lodging allowances are payable.

Rented housing may be available in approved cases, and there is a wide range of housing to buy in the area.

Leicestershire

Leicester, Wyggeston Collegiate Sixth Form College

PRINCIPAL
GROUP 12

PRINCIPAL required April, 1981, for this recently established co-educational open access Sixth Form College of about 650 students. The post offers fine opportunities for someone with enthusiasm, ideas and imagination, and a concern for the educational needs of the individual student.

Details on request (S.A.E.).

Apply, no forms, with full particulars and the names and addresses of two referees, to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF, by 15th October, 1980.

Re-Advertisement

Shawfold School, St. James' Road, Heaton Moor, Stockport.

HEADTEACHER
Group 7 (S) (Ref. 1539/TES)

This day school presently provides for 140 boys and girls aged 7-16 years who have moderate learning difficulties. The premises also include an Infant Assessment Unit for 10 children.

Candidates should be well qualified by experience and training and should be able to demonstrate their ability to lead a multi-disciplinary team and to work effectively with other agencies at a time of prospective change in Special Education.

Application forms and further details obtainable from and returnable to the Director of Education, Town Hall, Stockport, quoting reference, by 24th October, 1980.

Metropolitan Borough of
Stockport

# Advisory Teacher
for Primary Education (Juniors) Scale 3

Required from January, 1981, or as soon as possible thereafter, a suitably qualified and experienced teacher for this important post within the Advisory Service of this Outer London Borough. The Advisory Teacher (Juniors) works closely with the Inspector for Primary Schools and in the age range 7-11 years old.

Redbridge is a pleasant, largely residential area (population 226,000 approximately) within easy access to the Essex countryside and coast and with good road and rail links to Central London.

Further details and application form available from J. E. Fordham, Chief Education Officer, Education Department, 255-259 High Road, Ilford, Essex IG1 1NN (Telephone 01-478 3020 ext. 194), completed applications should be returned to the Chief Education Officer by 24th October, 1980.

Redbridge
London Borough

Department of Social Service
EASTMOOR CENTRAL SECURE UNIT
Tile Lane, Adel, Leeds

TEACHERS (4 POSTS)

QUOTE REF: TES/160
Burnham II £4,974-£7,635 plus £960 A.S.L., £267 Special Unit Allowance, £1,605 E.D.A. (Pro Rata).

The Central Secure Unit has been developed as a new regional facility to provide comprehensive individual treatment programmes for 27 boys aged between 11 and 16 years on admission who have been assessed as needing care within a secure environment. It has been built on the existing site of Eastmoor C.H.E.

The successful candidates will be qualified experienced teachers offering specialisation in one or more of the following: remedial education, recreative, P.E., art and craft, wood and metal work, general studies, drama.

In order to participate fully in the life-style of the establishment, teachers may be required to undertake additional duties of up to 10 hours per week outside the classroom situation, for which the appropriate extraneous duty allowances will be payable.

All interested applicants should in the first instance contact the Principal, Mr. G. Lake, for informal discussion, application form and further details at: Eastmoor School, Tile Lane, Adel, Leeds LS16 8EB. Telephone: Leeds 610031-5.

Closing date: 14 days after appearance of this advert.

LEEDS

JERSEY
CHANNEL ISLANDS

JERSEY COLLEGE FOR GIRLS

Applications are invited for appointment as :—

HEAD

to take effect from 1st September, 1981, on the retirement of Mrs E. M. Pullen, B.A.

Further information and application forms available from Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey.

Closing date—31st October.

THE GROVE SCHOOL
HINDHEAD, SURREY

APPOINTMENT OF HEAD

The Governors invite applications for the post of Head of THE GROVE SCHOOL for girls which will become vacant on the 1st September, 1981, on the retirement of the present Head, Mrs. E. M. Bickerdyke, B.A. (Hons.), L.R.A.M.

Applicants must be graduates and communicant members of the Church of England. The Head will be required to live in a pleasant modern house situated in the School grounds.

Applications, which should be sent to the Clerk to the Governors, The Grove School, Hindhead, Surrey, should include a full Curriculum Vitae and the names and addresses of three referees.

Applications should reach the Clerk by the 27th October, 1980.

Headship

ABBOTSHOLME SCHOOL
Derbyshire

Applications are invited for the post of Headmaster/Headmistress which will become vacant in September 1981.

The School

Abbotsholme is a Co-educational Independent Public School with some 250 boarders. The present Headmaster is a member of HMC and SHMIS.

A large new Girls' House has just been completed and further development is under consideration.

Application

It is hoped to make an appointment in December. For further details please write to the Headmaster's Secretary, Abbotsholme School, Rocester, Uttoxeter, Staffs. ST14 5BS.

The closing date for applications is 31st October 1980.

ST. MARY'S HALL, BRIGHTON

Appointment of

HEAD

The school is a Church of England Independent day and boarding school for girls aged 9-18 years.
The Governors invite applications for the post of Head which will become vacant in September 1981, on the retirement of the present Headmistress.

The applicant must be a communicant member of the Church of England.

There are at present approx. 365 girls in the school of whom 145 are boarders. A new Sixth Form House, at present under construction, will add to this number in 1981.

Burnham Scale and Government Superannuation.

Further details and Application Form may be obtained from The Clerk to the Governors, St. Mary's Hall, Brighton BN2 5JF.

SPECIAL EDUCATION
Scale 1 Posts
continued

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
QUARRY HOUSE SCHOOL
Northowram, Halifax HX3 7DA

Required from November 10, 1980 for the remainder of 1980/81 academic year, a TEMPORARY TEACHER (Scale 1 plus S.S.A.). Applications are invited from teachers with successful Primary or other relevant experience. The School caters for children with Special Education needs. Prospective candidates are welcome to make preliminary visits by contacting the Head, Mr. J. K. Jones (Halifax 202504).

Application forms and further details obtainable (on receipt of foolscap S.A.E.) from the Head Teacher to whom completed forms should be returned as soon as possible.

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
BERMERSIDE SCHOOL
Skircoat Green, Halifax, HX3 0RZ

Required for January, 1981, a TEACHER (Scale 1 plus Special Schools allowance) preferably with experience of teaching handicapped children and/or pupils with learning difficulties, for this all-age Physically Handicapped School.

Applicants should be able to teach basic subjects and offer some specialism in the creative or expressive arts.

Application forms obtainable (on receipt of foolscap S.A.E.) from the Head Teacher, to whom completed forms should be returned as soon as possible.

CAMBRIDGESHIRE
PETERBOROUGH AREA
ST. GEORGE'S SCHOOL
(E.S.N.(S))
Lawn Avenue, Peterborough
PE1 3RB
Tel.: Peterborough 62058
(Group 5: Roll 68)

Required for January, 1981:— ASSISTANT TEACHER (Scale 1) plus Special Schools Allowance for a Special Care Unit at this all-age mixed day E.S.N.(S) school.

There is a possibility of assistance being given with housing in appropriate cases.

Further details and forms of application are available from the Head Teacher, Mr. B. A. Hudgley, at the above address (S.A.E., 1st class) to whom they should be returned immediately.

CAMBRIDGESHIRE
THE PALACE SCHOOL
Ely, Cambs.

Applications are invited from mature candidates able to work residential duties in this school for 60 severely physically handicapped children. Candidates must have a nursing qualification and it is highly desirable to have an additional qualification in Child Care. Duties will include some nursing and the overall management of House Staff and child care throughout the school.

Salary in accordance with National scales. It is expected that the successful candidate will take up duties as early in November as possible. The usual school holidays apply.

Please apply in the first instance giving curriculum vitae and names and addresses of two referees, to the Headmistress as above. Closing date for application two weeks from the date of this advertisement.

CUMBRIA
EDEN GROVE SCHOOL
Bolton, Appleby
Cumbria CA16 6AX
Telephone: Kirkby Thore 346

A long-established Independent School for disturbed boys of limited ability: 63 on roll.

Required for January 1, 1981: an experienced TEACHER, preferably Junior trained and with residential experience, to be ORGANIZER of PASTORAL CARE, in addition to the responsibility for a class of 12 10 to 13 year old slow learner boys.

Scale 3(S).

Applicants must be prepared to commit themselves to the aims and work of the school and a Scale 3(S) post will be offered to a suitably qualified person in recognition of the demanding nature of the work.

The post is residential and there is a three-bedroom staff bungalow set in delightful grounds.

Further details may be obtained from the Headmaster, Mr. L. Burham at the school, or telephone Shap 340, and a visit to the school can be arranged.

Application by letter to the Headmaster as soon as possible, enclosing curriculum vitae, testimonials and names of two referees.

DEVON
TRENGWEATH
Hartley Road, Plymouth, Devon, PL3 5LP

TEACHER required at Trengweath School (Spastics Society) for January, 1981. Experience in nursery or infant education required. Interest in music and craft an advantage.

Application form on receipt of S.A.E., from the Head teacher, Trengweath School, Trengweath, Hartley Road, Plymouth, Devon PL3 5LP.

DEVON
See block advertisement on page 57.

DUDLEY
METROPOLITAN BOROUGH
SUTTON E.S.N. (M) SCHOOL
Scotts Green Close, Dudley

Required as soon as possible, TEACHER (Scale 1 (S)). Experience of children with learning difficulties essential. Additional qualification desirable. MUSIC an advantage. Must have keen interest in learning techniques and the wider problems of special education.

Further details and application forms from, and returnable to, the Headmaster. (Tel.: Dudley 54766).

DURHAM
AYCLIFFE SCHOOL
GENERAL SCIENCE, MUSIC AND DRAMA. Scale 1

Applications are invited from suitably qualified and experienced teachers for the above posts.

Aycliffe is the regional centre for the assessment and treatment of disordered youngsters. It has a large integrated teaching staff, excellent facilities and exceptional opportunities for personal and professional development. Special allowance of £960 per annum is payable.

Applications giving full details of qualifications and experience and names of three referees should reach the Principal, Aycliffe School, Aycliffe, Co. Durham, not later than October 17, 1980.

EAST SUSSEX
EAST QUINTON SCHOOL FOR MALADJUSTED CHILDREN
Seaford

Two additional ASSISTANT TEACHERS (Scale 1 plus Special Class Allowance) at this residential school for maladjusted children from January 1, 1981.

Teachers will be required to undertake extraneous duties for up to 15 hours per week for which an allowance of £1,500 per annum is payable and also to undertake sleeping-in duties.

Application forms obtainable from the County Education Officer, P.O. Box 4, County Hall, Lewes BN7 1SG, to whom completed forms should be returned as soon as possible.

ENFIELD
(London Borough of)
ADJUSTMENT CLASSES, ENFIELD SELECTION UNIT
Trinity Street, Enfield EN2 6NS
Telephone: 01-363 [illegible]

Required for January 1981, a Scale 1 TEACHER to take a small group of over-active infant children who have behavioural and learning difficulties and are therefore unable to adjust to ordinary schooling. There is a Nursery Assistant attached to each class and the Unit works in close co-operation with the Child Guidance Centre.

London Allowance £498 per annum.

Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.

Application forms (S.A.E.), together with further details, obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ, and to be returned to Mrs. D. Baker, Teacher-in-Charge at the Enfield Selection Unit by October 24, 1980.

ESSEX
LANCASTER SCHOOL E.S.N.(S)
(Roll 78)
Prittlewell Chase, Westcliff-on-Sea SS0 0RT
Telephone: Southend 42543
Scale 1 post

TEACHER required January for this all-age school. State age group preferred.

Curriculum vitae and names of referees to the Head Teacher (foolscap S.A.E. please).

GLOUCESTERSHIRE
Qualified TEACHERS required from January 1, 1981, for the following Special Schools:

BROOKFIELD
Warden Hill Road, Cheltenham

To be responsible for teaching basic subjects to group of E.S.N. (M.) children and for developing the Drama and/or Music programmes. Experience of teaching children with learning difficulties desirable but not essential, as every assistance will be given to suitable candidate entering Special Education.

SANDFORD
Seven Springs, Cheltenham
(All-age Day School for emotionally disturbed children)

Two vacancies:

(1) To be responsible for a small group of pupils. Ability to teach a specialist subject(s) to C.S.E. and G.C.E., an advantage.

(2) To introduce and teach Home Economics throughout the school up to and including external examination level.

Scale 1 posts plus Special Schools Allowance.

Further details and application forms from the Headmasters. (Enclose self-addressed envelope.)

MERTON
(London Borough of)
EDUCATION COMMITTEE
RAVENSBURY SCHOOL
Lower Green West,
Mitcham, CR4 3RE
Telephone: 01-640 1177
Headmaster: Mr K. A. L. Waldock, J.P.

Required for January 1981 ASSISTANT TEACHER Scale 1 for this all-age E.S.N.(M) School. Genuine interest in slow learning pupils. Experience with the less able child desirable, but not essential.

Permanent Peripatetic Supply Teacher required as soon as possible to act as Supply Teacher as required in any of the five Special Schools in Merton which are two all-age E.S.N.(M), one all-age E.S.N. (S) and a primary maladjusted and secondary maladjusted.

CAMBRIDGE HOUSE SCHOOL
184 Penyes Road, SW19
Telephone: 01-946 9736
Headmaster: Mr A. D. Butcher

Required for January 1981 ASSISTANT TEACHER Scale 1 for this day School for maladjusted Primary age pupils. Suitable experience and appropriate qualifications preferred.

Application forms from the Director of Education, Station House, London Road, Morden, Surrey. (Ref. AD/S1/IMB) to be returned not later than Monday, 20 October, 1980.

NORTHAMPTONSHIRE
R.N.I.B.
RUSHTON HALL SCHOOL FOR BLIND CHILDREN WITH ADDITIONAL HANDICAPS
Kettering, Northants, NN14 1RR

CLASSROOM ASSISTANT required from mid-November to assist teachers and houseparents in a variety of duties.

Would suit newly qualified teacher looking for relevant experience.

OXFORDSHIRE
COUNTY COUNCIL
SMITH HOSPITAL SCHOOL
Fairmile, Henley-on-Thames
Oxfordshire

Required for December 1 1980, an experienced TEACHER (Scale 1 plus S.S.A.) to work with a small group of severely disturbed autistic children.

Preferably the teacher will have had experience of handicapped children.

For further details telephone Henley 4328 or write to the school.

ROCHDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
Required for January, 1981:
SPECIAL SCHOOLS
INNES SCHOOL (All Age)
Ings Lane, Rochdale, OL12 7DW
Telephone: Rochdale 46605

Scale 1 plus special class allowance, required for special care class of day E.S.N.(S) school. Special school experience and/or specialist qualification essential.

Application forms available on receipt of a foolscap stamped addressed envelope to the Head Teacher at the school to whom they should be returned by October 20, 1980.

SHROPSHIRE
EDUCATION COMMITTEE
PETTON HALL SCHOOL
Burlton, Shrewsbury SY4 5TJ

Required for January 1981, a TEACHER experienced in the needs of slow-learning and disadvantaged children.

The successful candidate will be expected to offer teaching skills in basic education plus a specialism in the area of Rural Studies or Music Making and Drama.

A Scale 2 post is available for a suitably experienced candidate.

Additionally, if the candidate chooses, an additional allowance of £1,029.60 will be paid in return for 13 hours of extraneous duties as a member of the residential team.

Application forms are available from (and returnable to) the Head (S.A.E.).

SURREY
INNER LONDON EDUCATION AUTHORITY

Vacancies in Day Special Schools appear in the I.L.E.A. composite. Boarding Special School vacancies as follows:

GRAHAM GROVE SCHOOL,
Bramley, Guildford, Surrey
Telephone: Guildford (0483) [illegible]
Group 4. 40 boys aged 10 to 16, maladjusted

Scale 1 TEACHER plus S.S.A. required January 1981, to teach GENERAL SUBJECTS. Ability to offer some work to C.S.E. an advantage. Residential accommodation available for both married or single applicants at a standard charge. 15 hours additional duties (maximum average in term-time) per week required £1,118 per allowance payable. £213 London Allowance (Fringe Area) payable.

PINE END SCHOOL
Colley Lane, Reigate Heath
Surrey
Telephone: Reigate 45005
Group 35. 27 girls 9 to 16 years, Maladjusted

TEACHER, Scale 1 plus S.S.A., required to teach GENERAL SUBJECTS (including Art if possible). Previous experience with maladjusted pupils would be helpful. Additional duties required up to 15 hours per week (maximum average in term-time). Allowance payable £1,188 p.a. (under review). London Fringe Allowance £213 p.a. payable.

Scale 2S TEACHER required ART and/or REMEDIAL SUBJECTS. Previous experience with maladjusted pupils would be helpful. Additional duties required up to five hours per week maximum average on term-time allowance payable £1,188 p.a. (under review). London Fringe Allowance £213 p.a.

Application forms and further details available from the Headmaster.

SURREY
EDUCATION COMMITTEE
THE ABBEY SCHOOL
Farnham

ASSISTANT TEACHER, experienced in teaching basic subjects required from January, 1981, at this day school catering for 130 ESN(M). The successful applicant would be one of a team of three in an open plan department accommodating 45 pupils aged 12 to 16 years. Ability to work cooperatively with other members of staff is essential. Experience with ESN(M) children and ability to teach art and light craft would be an advantage. Salary Scale 1 plus Special Schools Allowance.

Further details and application forms from the Head, Mr. D. King. Telephone: Farnham 726059.

PORTLEY HOUSE SCHOOL
Caterham

Temporary part-time (.5) qualified TEACHER OF THE DEAF required from January, 1981, for a small nursery group of children. Salary within Scale 1 plus Special Schools Allowance.

Further details and application forms from the Head, Mr. J. Meluish, telephone: Caterham 43281.

WEST SUSSEX
COLWOOD AND LARCHWOOD HOSPITALS SCHOOL
Hurstwood Lane, Haywards Heath,
West Sussex

Required January, 1981, TEACHER Scale 1 for children with emotional difficulties. Interest in primary [illegible] or physical activities an advantage.

Forms and further details from Headmaster on receipt of S.A.E.

WILTSHIRE
DEVIZES SCHOOL
(11 to 18 mixed Comprehensive; 1,300 on roll)
Headmaster, D. J. W. Williams, M.A.

Required for January, 1981, a suitably qualified TEACHER with appropriate experience for a recently formed second Day Special Unit for a small group of ESN (M) pupils. The Special Schools allowance is payable.

The school serves an attractive market town and the surrounding area. It is within easy reach of Bath, Bristol, Salisbury and Oxford.

Further details are available from the Headmaster, Devizes School, The Green, Devizes (please enclose S.A.E.), to whom forms of application, including curriculum vitae and the names of two referees, should be sent as soon as possible.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE

Required for January, 1981, or as soon as possible thereafter

KINGSWOOD SPECIAL SCHOOL
(Scale 1 plus S.S.A.)

To take responsibility for the development of GIRLS' PHYSICAL EDUCATION in this residential special school. Excellent facilities including swimming pool. A special interest in movement and swimming essential. In addition to physical education the post would require some general classroom involvement to be specified in relation to expertise of applicants.

Application forms available from the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 10 days of this advertisement (s.a.e. please).

Independent Schools

Headships

HANTS
BEDALES SCHOOL
PRE-PREPARATORY DEPARTMENT
(DUNANNIE)
Petersfield, Hampshire

HEAD TEACHER (Group 1, Burnham) required September, 1981 (or possibly January or April) day girls and boys, 4-7 years.

Applications by letter (no forms) with curriculum vitae and the names of three referees should be sent as soon as possible to: the Headmaster, Bedales School, Petersfield, Hampshire GU32 2DG, from whom further particulars may be obtained.

DAVIES'S COLLEGE
44 Cromwell Road, Hove BN3 3ER

Principal, R. Bellerby, M.A., B.Sc.

An Independent College of Further Education

HEAD OF ECONOMICS

This post falls vacant on 1st January, 1981, following the promotion of the present holder to the post of Vice Principal in the College.

Applications are invited from qualified graduate teachers with several years' good teaching experience. Letters of application should include a full c.v. and the names, addresses and telephone numbers of three academic referees, and must be received before [illegible] October.

Davies's Salary Scale II or III, £4,572-£6,900 or £5,[illegible]-£7,908.

D.E.S. Teachers' Superannuation Scheme.

SURREY
ST. MICHAEL'S SCHOOL
Limpsfield

The Governors seek to make an appointment to the

HEADSHIP

of St. Michael's School, Limpsfield, which will become vacant on September 1, 1981.

St. Michael's is an independent boarding and day school for girls founded in 1850.

Each applicant must be a University Graduate and a communicant member of the Anglican Communion.
Salary: Burnham, Group 6.

Accommodation is provided.

Particulars of the post are obtainable from the Clerk to the Governors, St. Michael's School, Limpsfield, Oxted, Surrey RH8 0QR. Telephone 088 [illegible]. Closing date for applications, November 6, 1980.

INDEPENDENT
continued

Deputy Headships Senior Masters/Mistresses

KENT
FARRINGTONS SCHOOL
Chislehurst, Kent
Methodist Colleges and Schools
350 Girls, 11-18 years
Boarding and Day Girls

DEPUTY HEAD required for September 1981 upon the retirement of Mrs Judith Temple.

The person appointed will be expected to undertake a good deal of responsibility for the running of this girls' boarding school.

Salary Burnham Scale Group 7.

The post is resident in a detached house in the grounds with all services provided.

Apply in writing to the Headmistress giving the names and addresses of two referees, and preferred teaching subjects.

Remedial Posts

LONDON
KING ALFRED SCHOOL
North End Road, London NW11 7HY

Required in January, 1981, a well qualified and experienced remedial TEACHER for the SECONDARY DEPARTMENT of this independent, co-educational day school.

Please apply in writing to the Headmistress enclosing two stamped, addressed envelopes for Application form.

Burnham Scale and Outer London Allowance.

By Subject Classification

Art and Design

Heads of Department

SUSSEX
BRIGHTON & HOVE HIGH SCHOOL
G.P.D.S.T.
Montpelier Road, Brighton
BN1 3AT

HEAD OF ART required for January, 1981 (Burnham Scale 3). Lively and well qualified, for flourishing department with Ordinary and Advanced Level work including History of Painting. Interest in Fine Arts, graphics, printing an advantage.

Applications please to the Headmistress with copies of testimonials and names of two referees.

REQUIRED in January, 1981, suitably qualified Teacher to be Head of Art Department.—Applications in writing, giving names and addresses of two referees, to the Headmistress, St. Anthony's [illegible] School, Sherborne.

Classics

Heads of Department

CANTERBURY
THE KING'S SCHOOL
CLASSICS, HEAD OF DEPARTMENT.

For September, 1981 (or before) we are looking for someone well-qualified by academic standing and by interest, to maintain our strong classical tradition while developing the department's part in the rest of a flexible curriculum. Salary by negotiation.

Apply to the Headmaster, giving the names of three referees.

Other Assistants

LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22

Required as soon as possible: GRADUATE to share in the teaching of CLASSICS throughout the school to Advanced and Scholarship levels.

Salary, London Burnham Scale.

Apply, with testimonials and the names of two referees, to the Head Mistress.

SURREY
CROHAM HURST SCHOOL
South Croydon
Independent Public Day School of 550 girls

Part-time LATIN GRADUATE required to commence in the Summer Term 1981; the subject is taught to Advanced level. It is hoped that a permanent appointment will be made but this could be a temporary post for the Summer Term.

Burnham Scale 1 or 2 according to experience. Outer London Weighting.

Apply in writing with curriculum vitae, testimonials and names of two referees to the Headmistress, Croham Hurst School, 79 Croham Road, South Croydon, CR2 7YN.

Commercial Subjects

WORCESTERSHIRE
[illegible]

[illegible] Co-educational Day and Boarding

GRADUATE required in September to teach BUSINESS STUDIES [illegible] "O" level Maths [illegible] an advantage.

[illegible] extra-curricular activities [illegible] accommodation [illegible]

Salary above Burnham Scale 2.

Further details from the Headmaster, [illegible] School, [illegible]

English

Heads of Department

NORTH WALES
PENRHOS COLLEGE
Colwyn Bay, North Wales
Independent Boarding and Day School, 300 girls

HEAD of ENGLISH DEPARTMENT
Graduate required for January, 1981, or later upon retirement of present head.

Imagination, initiative and energy required plus willingness to be involved in the whole life of the school.

Preferably residential.

Salary Burnham depending on experience and age.

Letters of application plus curriculum vitae and names of three referees to the Headmaster.

Other Assistants

BRISTOL
BRISTOL GRAMMAR SCHOOL
H.M.C. ex Direct Grant
(Girls aged 11 plus entered in September, 1980; girls already having been admitted to the Sixth Form)

GRADUATE required in January 1981 to teach ENGLISH throughout the school including "O" level work (Cambridge Board: Language and Literature—School Assessment).

A share of Sixth Form work (Cambridge "A" level Alternative Syllabus) available for suitably qualified and experienced candidate.

A temporary appointment could be considered.

Willingness to help with out of class activities welcome.

Salary Burnham according to qualifications and experience.

Applications together with details of three referees should be sent to the Headmaster immediately, from whom further details of the post are available: Bristol Grammar School, University Road, Bristol, BS8 1SR Telephone Bristol (0272) 36006.

BUCKINGHAMSHIRE
BECKET'S SCHOOL
Little Grove Priory, Chesham
Independent. Enrolment 200 day boys from 13 to 16. G.C.E. "O" levels in 10 subjects

Required for January, 1981, SENIOR ENGLISH LANGUAGE TEACHER, prospective Director of Arts Studies. English degree and training qualification. Preferably 34 to 40, record of achievement in Grammar or Independent Schools. Capable of ensuring the practice of good written and spoken English throughout the school.

Burnham Salary. Government Superannuation. Scale according to qualifications and experience. Write or call 02405 71903 for application form.

BUCKINGHAMSHIRE
BECKET'S SCHOOL
Little Grove Priory, Chesham
Independent. Enrolment 200 day boys from 13 to 16. G.C.E. "O" levels in 10 subjects

Required for January, 1981, ENGLISH LITERATURE TEACHER. English degree and training qualification. Preferably 30 to 40, record of achievement in Grammar or Independent Schools. Capable of developing through the subject strengths in critical appreciation, judgment, imagination, human understanding, communicative skills.

Burnham Salary. Government Superannuation. Scale according to qualifications and experience. Write or call 02405 71903 for application form.

CROYDON
ROYAL RUSSELL SCHOOL
Co-educational day and boarding school—800 pupils

Required for January, 1981, GRADUATE to teach ENGLISH and CLASSICS throughout the school. Willingness to help with out of class activities welcome.

Apply in writing with full details of qualifications, experience and names of two referees to the Headmaster Elect, Royal Russell School, Coombe Lane, Croydon, Surrey CR9 5BX.

DERBY
OCKBROOK SCHOOL
Moravian Settlement, Ockbrook, Derby DE7 3RJ
(Girls Boarding and Day School)

Required for January, 1981, an experienced GRADUATE to share in the teaching of ENGLISH throughout the school. Willingness to help with drama and the school bookshop an advantage.

Apply to the Headmistress with curriculum vitae and names of two referees.

REQUIRED in September 1981 or earlier graduate to share the teaching of English in department of 5. Some Fifth form work may be available and an interest in E.F.L. would be an advantage. Applications in writing, giving names and addresses of two referees to the Headmistress, St. Anthony's Leweston School, Sherborne, Dorset.

Geography

BUCKINGHAMSHIRE
BECKET'S SCHOOL
Little Grove Priory, Chesham
Independent. Enrolment 200 day boys from 13 to 16. G.C.E. "O" levels in 10 subjects

Required for January, 1981, GEOGRAPHY and BIOLOGY TEACHER. Degree—Geography with Biology as an ancillary course plus training qualification. Ability to coach some games an advantage. Preferably 28 to 40, record of achievement in well organised schools.

Burnham Salary. Government Superannuation. Scale 1 post. Write or call 02405 71903 for application form.

NEWCASTLE upon Tyne
THE GRAINGER GRAMMAR SCHOOL

TEACHER required for January 1981 to teach GEOGRAPHY to "A" level and, if possible, boys games.

Please apply by letter giving full details of qualifications and experience and the names of 2 referees to: The Headmaster, The Grainger Grammar School, 55 Grainger Park Road, Newcastle upon Tyne NE4 8RA.

SURREY
SIR WILLIAM PERKINS'S SCHOOL,
Guildford Road,
Chertsey KT16 9BN
(Independent Day School. 400 girls on roll, formerly voluntary controlled).

GEOGRAPHY GRADUATE required in January to teach ages 11 to 18 to "O" and "A" level. Preference will be shown to applicants who can also teach ECONOMICS to "O" and "A" levels.

Burnham Scale 1 or 2 depending on qualifications and experience.

Apply Headmistress. Telephone: (09328) 62161.

History

Heads of Department

NORTH WALES
PENRHOS COLLEGE
Colwyn Bay
Independent Boarding and Day School
300 girls.

HEAD of HISTORY Department. Graduate required for September, 1981, upon retirement of present head. Imagination, initiative and energy required plus willingness to be involved in the whole life of the school. Preferably residential. Burnham Scale 2.

Letters of application including curriculum vitae and names of three referees to the Headmaster.

Other Assistants

KENT
BROMLEY HIGH SCHOOL
G.P.D.S.T.
30 Elmfield Road, Bromley,
Kent, BR1 1LS

HISTORY GRADUATE required in January: the successful candidate will share in the teaching of the subject throughout the school up to University Entrance, and share also in the flourishing and vigorous Sixth Form Integrated Studies programme. The school is moving in January 1981, to new, purpose-built accommodation.

Please apply by letter (no forms) to the Headmistress at the school, giving curriculum vitae and names and addresses of two or more academic referees.

Mathematics

Heads of Department

RUTLAND
UPPINGHAM SCHOOL
Required for September 1981
HEAD OF MATHEMATICS DEPARTMENT

Further details may be obtained from the Headmaster to whom applications should be submitted as soon as possible at Uppingham School, Uppingham, Rutland, LE15 9QE. Telephone: 057-282 2216.

Other Assistants

BEDFORD
ST. ANDREW'S SCHOOL
Kimbolton Road, Bedford

Required for January TEACHER of MATHEMATICS to "O" level. (Full-time post).

Applications in writing giving curriculum vitae and the names of two referees to the Headmistress.

BERKSHIRE
CLAIRES COURT SCHOOL
(300 boys)

With the appointment of the present teacher to a Headmastership elsewhere, a vacancy occurs in January 1981 for a full- or possibly part-time TEACHER of MATHEMATICS to C.E.E., P.S.S. and "O" level standard. Permanent or temporary post.

Scale post for suitable applicant. Salary as per Burnham.

Accommodation available for single person.

Applications with curriculum vitae and names of two referees to: The Headmaster, Claires Court School, Ray Mill Road East, Maidenhead SL6 8TE.

BRISTOL
BRISTOL GRAMMAR SCHOOL
(H.M.C. ex Direct Grant)
(Girls aged 11-plus entered September 1980; girls already having been admitted to the Sixth Form)

GRADUATE required in January 1981 to teach MATHEMATICS at all levels throughout the school up to and including "A" level.

A temporary appointment could be considered.

Willingness to help with out-of-class activities welcome.

Salary: Burnham according to qualifications and experience.

Application, together with details of three referees, should be sent to the Headmaster immediately at Bristol Grammar School, University Road, Bristol BS8 1SR (Telephone: Bristol (0272) 36006).

CAMBRIDGE
THE PERSE SCHOOL FOR GIRLS
(Direct Grant, Independent)

Required in February or April, temporarily in the first instance, a good HONOURS GRADUATE to teach MATHEMATICS throughout the school up to Oxford and Cambridge entrance level.

An interest in Computer Studies an advantage.

Applications, with the names and addresses of three referees, should be sent to the Headmistress, The Perse School for Girls, Union Road, Cambridge CB2 1HF.

KENT
BASTON SCHOOL
Hayes, Bromley

Required January: GRADUATE or qualified TEACHER to share teaching of MATHEMATICS in Middle and Senior School.

Apply Headmistress with curriculum vitae and the names of two referees.

KENT
BENENDEN SCHOOL
Cranbrook, Kent TN17 4AA
(Independent: 360 girls: 11 to 18)

Required in January, 1981, a GRADUATE to join a department of four to share the teaching of MATHEMATICS throughout the school to University Entrance level.

Burnham Scale and Government Superannuation. Non-resident, but accommodation available.

Apply with testimonials and names of referees to the Headmistress.

LANCASHIRE
BURY GRAMMAR SCHOOL (Girls)
Bridge Road, Bury, Lancashire
BL9 0HH
Direct Grant, becoming Independent
664 in Senior School
168 in Sixth Form

Required in January, a qualified MATHEMATICS GRADUATE to join a lively department and teach throughout the school (Scale 1).

Mathematics is a popular Sixth Form choice. This is a permanent post for a suitable candidate but offers of temporary or part-time help would be welcome.

Please apply to the Headmistress at the school (no forms) as soon as possible with curriculum vitae and the names of two professional referees.

LONDON
(Corporation of)
CITY OF LONDON SCHOOL FOR GIRLS
Barbican, EC2Y 8BB.

MATHEMATICS GRADUATE required to teach to Ordinary and Advanced Level from January 1981, for two terms in first instance.

Permanent post possible from September.

Applications to the Headmistress as soon as possible giving full details of qualifications and experience and the names and addresses of two referees.

LONDON, W.6
GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith
London W6 0PG

Required for January 1981, in this girls' Independent Grammar School: a GRADUATE to teach MATHEMATICS throughout the school to "O" and "A" levels and University Entrance. Special interest in Applied Mathematics an advantage, but not essential.

Burnham salary: scale according to experience.

Applications, with curriculum vitae and names of two referees, should be sent to the Headmistress, from whom further details may be obtained.

NORTH WALES
PENRHOS COLLEGE
Colwyn Bay
Independent Boarding and Day School
300 girls

GRADUATE required for September, 1981, to join a strong Mathematics department. Imagination, initiative and energy required plus willingness to be involved in the whole life of the school.

Preferably residential.

Burnham

Letters of application including curriculum vitae and names of three referees to the Headmaster.

SUFFOLK
ST. GEORGE'S SCHOOL
Finborough Hall, Great Finborough
Stowmarket
(04492) 4470

Wanted immediately for November 1 MATHEMATICS MASTER (traditional preferred). Boys' Boarding School residential post with normal duties. Headship of department could become available in one year to right applicant.

Apply: Headmaster, St. George's School, Great Finborough, Stowmarket, Suffolk (Telephone Stowmarket 4470).

Modern Languages

Heads of Department

GLOUCESTERSHIRE
RENDCOMB COLLEGE
Cirencester

H.M.C. Independent boarding: 260 pupils. Co-educational Sixth Form numbering 100.

HEAD OF FRENCH

An experienced, well qualified young graduate is required in September, 1981, to take charge of FRENCH within the Modern Languages Department.

French and German are taught, both to University Scholarship level. Ability to teach German at some level an advantage but not essential. Language Laboratory and other aids available. The School has a strong academic tradition: some 75 per cent of Sixth Form leavers go on to a University.

The candidate appointed would be expected to take a normal part in school activities.

Accommodation available rent-free for a married man; resident accommodation with free board provided for a bachelor.

Applications with full curriculum vitae and the names of two referees should be made to the Headmaster, from whom further details are available.

Other Assistants

BIRMINGHAM
B15 2UA
KING EDWARD'S SCHOOL
HMC Direct Grant
Independent September 1976
700 day boys

A well qualified GRADUATE is required for September 1981 to teach FRENCH and SPANISH at all levels up to Oxbridge Scholarship. Willingness to help with extra-curricular activities will be a recommendation.

The School has its own salary scale which is related to the Burnham Scale. It is situated in spacious grounds in the pleasant suburb of Edgbaston.

Please apply to the Chief Master by November 3, enclosing curriculum vitae and the names of two referees.

BRISTOL
QUEEN ELIZABETH'S HOSPITAL
(H.M.C., D.G./Independent, boys' day and boarding: 120 in Sixth Form)

Required for January 1981, initially for one term, but with possible extension for a further term or permanent appointment, GRADUATE to teach FRENCH to "A" level and preferably "O" level Spanish. Grade 1 or 2 according to experience. Single accommodation may be available for a bachelor.

Full applications, with names, addresses, and telephone numbers of two referees to the Headmaster, Queen Elizabeth's Hospital, Bristol BS8 1JX.

GLOUCESTERSHIRE
WYCLIFFE COLLEGE
H.M.C. Gloucestershire

Required for January 1981, ASSISTANT TEACHER of FRENCH. Immediate opportunity for "O" and "A" level teaching. Ability to teach Spanish or German (to "A" level in each case) an advantage. Extra-curricular contribution important, but academic performance paramount.

Enquiries and applications (with names, addresses and telephone numbers of two referees) to The Headmaster, Wycliffe College, Stonehouse, Gloucestershire. Tel: 045 382 2432.

MIDDLESEX

Required for Summer Term—boys' Independent grammar school in north-west Middlesex. TEACHER of FRENCH to "O" level. Games an advantage.

Applications and two references to Box No TES 7740, The Times, WC1X 8EZ.

NOTTINGHAM
NOTTINGHAM HIGH SCHOOL FOR GIRLS, G.P.D.S.T.
Direct Grant School moving towards Independence

Required in January, TEACHER of GERMAN throughout the school up to "A" level. Temporary post for Spring and Summer Terms in the first instance. Scale 1 or 2 according to qualifications and experience.

Apply in writing with S.A.E. giving two referees (and copies of two testimonials if available) to the Head Mistress, 9 Arboretum Street, Nottingham NG1 4JB.

SOMERSET
KING'S COLLEGE
Taunton

Wanted for September 1981, MASTER to teach SPANISH and FRENCH to College Entrance level. Burnham Scale with special responsibility allowances.

Apply, giving full curriculum vitae and names of referees to the Headmaster, King's College, Taunton, Somerset.

YORKSHIRE
GIGGLESWICK SCHOOL
Settle, North Yorkshire BD24 0DE

MODERN LANGUAGES TEACHER required for January 1981. Mostly French, but some German. Classes throughout age range 10-18. Accommodation available for single person or newly married couple.

Salary above Burnham.

Willingness to contribute to extra-curricular life of a boarding school essential.

Further details from and applications, giving curriculum vitae and names and telephone numbers of two referees, to The Headmaster. (Telephone 072-92 3545.)

YORK
POCKLINGTON SCHOOL
near York
H.M.C.
350 Boarders, 300 Day Boys

Required for January or September 1981 GRADUATE to teach FRENCH perhaps with some German. Sixth Form work available in either language for suitably qualified applicant.

Apply, giving curriculum vitae and names of two referees, to Headmaster, Pocklington School, West Green, Pocklington, York.

Music

ESSEX
FRIENDS' SCHOOL
Saffron Walden

Co-educational boarding school with 320 pupils 11 to 18 years.

Required in January, 1981, part-time INSTRUMENTAL TEACHER to offer flute and/or oboe for individual tuition and group work.

Inquiries and applications to the Head, John Woods, at the school (Saffron Walden 25169).

GLOUCESTERSHIRE
NELSONS SCHOOL
Stratford Lodge, Stroud
Gloucestershire
Stroud 4881

Required as soon as possible, a part-time TEACHER of MUSIC to "O" level (three days per week). Possibility of full-time if able to offer other academic subjects or individual piano lessons. A willingness to develop choral and orchestral work essential.

HARROGATE
HARROGATE COLLEGE
(Public Independent School for 450 girls)

Enthusiastic MUSICIAN needed for January 1981 to teach violin, viola or cello (main), and piano (subsidiary) plus some class and examination work within a large department. High standard of performance, flexibility and sense of humour essential.

Full time Burnham Scale 1 (or part-time considered). Further details from the Headmistress, Harrogate College, Clarence Drive, Harrogate, to whom letters of application (with the names of two referees) should be addressed.

LONDON
KING ALFRED SCHOOL
North End Road, London
NW11 7HY.

Required in January, 1981, by this independent all-age, co-educational day school, a full-time GRADUATE MUSICIAN with a modern approach to Music in education and its integrated arts, to share in teaching throughout the Upper and Lower Schools, including A-level. Able to assist with orchestra, choir, madrigal group, recorder consorts and chamber music groups. There is an active music department with two full-time teachers and twelve part-time instrumental teachers.

Please apply in writing to the Headmistress enclosing two stamped, addressed envelopes for application form. Burnham Scale and Outer London Allowance.

LONDON
CRANLEIGH SCHOOL

Required for January 1981, an OBOE TEACHER. Approximately six hours work per week.

Applications, stating qualifications and experience, to the Director of Music, Cranleigh School, Surrey.

NOTTINGHAM
TRENT COLLEGE
Long Eaton, Nottingham
(HMC, 570 pupils)

Required for January 1, 1981, part-time specialist BRASS TEACHER for four days a week with possibility of expanding to full-time. Versatile performer, and committed teacher sought, with particular sympathy for French Horn, as well as the range of brass instruments. Opportunity also for Band, Orchestral and Ensemble training in a lively, rapidly expanding department.

Applications by letter as soon as possible to the Director of Music, Trent College, Long Eaton, Nottingham. A separate curriculum vitae and names of two referees (with telephone numbers) should be supplied.

OXFORDSHIRE
OUR LADY'S CONVENT SENIOR SCHOOL
Radley Road, Abingdon,
Oxfordshire OX14 3PS
(Independent: 300 girls 11 to 18)

Required January 1981, Qualified MUSIC GRADUATE, full-time, to assist in the Music Department (including individual piano tuition). Burnham Scale. Superannuation. Oxford six miles.

Apply in writing to the Headmistress with curriculum vitae, naming two referees.

EXPERIENCED and qualified Music Teacher for girls' independent day school; Head, Council; Piano and chamber instrument; preferably strings, full or part-time. [illegible], The Times, WC1X 8EZ.

Pastoral

EAST SUSSEX
Uckfield

HOUSEMASTER required January 1981, for small co-ed boarding school for pupils of 11 to 16 years.

Applicants should state subjects offered but experience of [illegible] is highly desirable.

Ability and willingness to encourage games and leisure pursuits would commend.

Burnham related salary.

Apply in writing with c.v. and names of two referees to the Principal, Buckswood Grange, Uckfield, East Sussex.

SUFFOLK
FELIXSTOWE COLLEGE
Suffolk IP11 7NQ.

Sixth Form Residential HOUSEMISTRESS required for January, 1981, for house of 18 girls.

Teaching or extra-curricular interests an advantage.

Board and bed-sitting room, etc., provided.

Applications with curriculum vitae and names of two referees to the Headmistress.

WINCHESTER
Hampshire SO23 9HA
ST. SWITHUN'S SCHOOL
An Independent School of 400 girls

Required in the SUMMER TERM 1981, a resident HOUSEMISTRESS for the Junior Boarding House of 30 girls aged 11 and 12 years. Teaching or non-teaching. Salary Burnham Scale 3 or NALGO Scale respectively. Free board and accommodation during term time.

Applications (stating subjects, qualifications etc. if teaching) with full curriculum vitae and the names of three referees, should be sent to the Headmistress.

Physical Education

BRADFORD
GIRLS' GRAMMAR SCHOOL
Independent 650 girls
Required for January

ASSISTANT TEACHER for PHYSICAL EDUCATION. Wide range of activity, very good facilities including indoor swimming pool.

Three in department.

Please apply to the Headmistress stating particular interests and giving two names for reference.

KENT
WALTHAMSTOW HALL
Sevenoaks
(Direct Grant becoming Independent)

Required in January, qualified assistant PHYSICAL EDUCATION MISTRESS. Main winter game lacrosse. Heated indoor swimming pool. Burnham Scale. Government Superannuation Scheme. Could be a temporary or permanent appointment.

Applications with copies of two testimonials and addresses of two referees should be sent to the Headmistress.

LONDON
CHANNING SCHOOL
Highgate, London N6
Independent Day School for Girls
Senior School: 320 Girls, 10-18

Required in November Temporary Part-time PHYSICAL EDUCATION SPECIALIST (about two thirds timetable) preferably to include Dance (Middle School), Gymnastics and Games. This post is envisaged as temporary at present.

Burnham Scale 1, maximum London allowance. Government superannuation.

Apply in writing to the Headmistress, Channing School, Highgate, London N6 5HF, including curriculum vitae and the names of two referees.

Religious Education

Heads of Department

SOMERSET
WELLS CATHEDRAL SCHOOL
HMC GBA
Co-educational, Boarding and Day 7-18
649

HEAD OF RELIGIOUS STUDIES

The present Chaplain is leaving to become a parish priest and the vacancy is for the Lent or Summer Term of 1981.

The post involves teaching Religious Studies throughout the school and to Ordinary and Advanced Level of GCE.

An ordained priest would be preferred and would also be appointed as School Chaplain. The post is, however, open to well-qualified lay men or women. Enthusiasm and an intellectual interest in the subject are essential. Salary Burnham Scale 2 or 3 with addition according to qualifications and experience. Attractive accommodation is available for the Chaplain with further emoluments.

Appointment will be made by the Headmaster in co-operation with the Dean and Chapter.

Apply to the Headmaster for application form and further details.

Other Assistants

LIVERPOOL
LIVERPOOL COLLEGE
(H.M.C. SCHOOL FOR BOYS)
CHAPLAIN AND DIVINITY MASTER

Required for May or September 1981, to be responsible for pastoral work, Services, and Scripture teaching throughout the School.

The Chaplain will teach in the Upper School (378 boys, 13-18) including the preparation of all boys for Oxford and Cambridge "O" Level in Scripture.

Previous teaching experience essential.

Applications before October 31 with a copy of curriculum vitae and the names and addresses of three referees, to the Headmaster, Liverpool College, North Mossley Hill Road, Liverpool L18 8BE, from whom further details may be obtained.

SUSSEX
CONVENT OF THE HOLY FAMILY
Auckland, Littlehampton, Sussex

Qualified R.E. SPECIALIST (R.C.) required in January 1981 to teach the subject in this two-form entry school for girls (11 to 18 years). Appointment can be either part-time or full-time—in the latter case please state any subsidiary subjects offered.

Please apply with curriculum vitae, copies of testimonials and names of referees to the Headmistress, Holy Family Convent, Littlehampton.

INDEPENDENT
continued

Science

Heads of Department

AVON COUNTY
THE CASTLE SCHOOL, Park Road, Thornbury, Bristol BS12 1HT
Required for January, an experienced and well qualified teacher to be HEAD of COMBINED SCIENCE (Scale 5). The post involves organisation of Combined Science courses in Years 1 and 2 of this developing 11 to 18 Comprehensive of 1,500 pupils, 162 in Sixth. Good examination results and facilities (13 laboratories). Preference will be given to a Physicist able to teach throughout the school.
Letter of application, curriculum vitae and names of two referees, to Headmaster as soon as possible.

LONDON
BLACKHEATH HIGH SCHOOL (G.P.D.S.T.), Wemyss Road, SE3 0TF
Required in January, 1981, HEAD of a well established PHYSICS DEPARTMENT. Burnham Scale 3 plus London Allowance. The school possesses a Microcomputer. Some interest in computing would be desirable.
Applications with names of two referees and copies of testimonials to the Headmistress.

SCOTLAND

ST GEORGE'S SCHOOL FOR GIRLS
Garscube Terrace
Edinburgh EH12 6BG

PRINCIPAL TEACHER OF PHYSICS

(January, 1981)
(or as soon as possible thereafter)

The secondary school has over 500 pupils and presents candidates in S.C.E. "O" Grade and "Higher" and G.C.E. "A" level. There are large numbers doing sciences throughout the school and in the sixth forms and there are regularly candidates for Oxbridge.
Further details from the Headmistress to whom application should be made giving curriculum vitae and the names, addresses and telephone numbers of two professional referees by Friday, November 7, 1980.

Other Assistants

BRISTOL
SCIENCE TEACHER (Biology, Chemistry and Physics) with experience of Common Entrance and Public School Scholarship syllabus required January 1981 in co-educational I.A.P.S. school. Ability to help with boys' games essential. Salary based on Burnham.
Applications, in writing, with names and addresses of two referees to: The Headmaster, Tockington Manor School, Tockington, near Bristol BS12 3NY.

BUCKINGHAMSHIRE
BECKET'S SCHOOL
Little Grove Priory, Chesham
Independent. Enrolment 200 day boys from 13 to 16. G.C.E. "O" levels in 19 subjects.
Required for January, 1981. BIOLOGY and GEOGRAPHY TEACHER. Degree—Geography with Biology as an ancillary course plus training qualification. Ability to coach some games an advantage. Preferably 28 to 40. Record of achievements in well-organized schools.
Burnham Salary. Government Superannuation. Scale 1 post.
Write or call 02406 71905 for application form.

CROYDON
CROYDON HIGH SCHOOL FOR GIRLS (G.P.D.S.T.)
Old Farleigh Road, Selsdon, South Croydon, Surrey CR2 8YB
Required for January, 1981 or September, 1981, well qualified GRADUATE to share in the teaching of PHYSICS to Ordinary, Advanced and Scholarship levels. Scale 2 post.
Written application to the Headmistress with copy testimonials, names and addresses of two academic or professional referees, curriculum vitae and S.A.E.

CROYDON
CROYDON HIGH SCHOOL FOR GIRLS G.P.D.S.T.
Old Farleigh Road, Selsdon, South Croydon, Surrey CR2 8YB
Required for January 1981, GRADUATE TEACHER of CHEMISTRY to share in the work throughout the school. There are three other Chemists and the Science Department is large and flourishing. A Scale 2 post is available according to qualifications and experience.
Apply in writing, giving curriculum, copies of two testimonials if available and names and addresses of two referees, to the Headmistress.

GLOUCESTERSHIRE
CHELTENHAM LADIES COLLEGE
Required for January 1981 a GRADUATE to teach BIOLOGY to Oxford and Cambridge Entrance Examination standard.
Non-resident post.
Burnham Scale 1.
Government Superannuation scheme.
Apply to The Principal, Cheltenham Ladies' College, Bayshill Road, Cheltenham GL50 3EP, giving full curriculum vitae and names and addresses of two referees.

HAMPSHIRE
DURLSTON COURT SCHOOL
Becton Lane, Barton-on-Sea, Hampshire BH25 7AQ
Telephone: New Milton (0425) 610010
Required in January, 1981: Experienced TEACHER, resident or non-resident, to teach PHYSICS, CHEMISTRY and BIOLOGY to Public Scholarship level in co-educational school in S.W. Hampshire.
Applicants should also have experience of coaching soccer, rugger and cricket in the eight to 13 age group.
Apply in writing to: The Headmaster, Durlston Court, Barton-on-Sea, Hampshire BH25 7AQ.

HAMPSHIRE
BEDALES SCHOOL
Petersfield, Hampshire GU32 2DG
(Co-educational Boarding: 11 to 18)
Required for January 1981 or as soon as possible afterwards: a Graduate BIOLOGIST to share the teaching of the subject to all levels, and to contribute fully to the school's life. A Scale II post might be available for an experienced teacher.
The Headmaster welcomes applications (letters, no forms) including curriculum vitae and the names of three referees and will send further details (addressed envelope, please).

HERTFORDSHIRE
HABERDASHERS' ASKE'S SCHOOL
Elstree, Hertfordshire, WD6 3AF
(HMC—DG—1,200 boys—300 in sixth)
Required immediately a GRADUATE PHYSICIST, full or part-time, until Christmas. Generous London Burnham salary. Accommodation available.
Apply, initially by telephone, to the Headmaster, without delay. Telephone 01-207 4323, or 2479.

KENT
BROMLEY HIGH SCHOOL,
50 Elmfield Road, Bromley, Kent
PHYSICS GRADUATE required in January to share in the teaching of the subject throughout the school up to University entrance and to share in the teaching of General Science lower down the school. An interest in computing would be an advantage. The school is moving in January 1981 to new, purpose-built accommodation with seven laboratories.
Please apply by letter (no forms) to the Headmistress at the school, giving curriculum vitae and names and addresses of two or more academic referees.

LONDON
Required September 1981, BIOLOGY GRADUATE to teach up to Oxford and Cambridge Entrance. London Burnham Scale.
Apply in writing to the Principal, Queen's College, 43-49 Harley Street, London W1N 2BT.

LONDON, S.E.22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, S.E.22.
Required as soon as possible: part-time GRADUATE to share in the teaching of BIOLOGY to "O" Level standard.
Salary—London Burnham Scale.
Apply, with testimonials and the names of two referees, to the Head Mistress.

OXFORDSHIRE
ABINGDON SCHOOL
(D.G. Independent, H.M.C., 700 boys 11-18, Boarding and Day)
Wanted for January, 1981: A good Honours GRADUATE to teach CHEMISTRY to University entrance level. Scale 2 post. Willingness to coach games and take part in other out-of-school activities would be a strong recommendation. (Applications for a temporary appointment would also be considered.)
Applications (with names, addresses and telephone numbers of two referees) should be sent to the Headmaster from whom further details may be obtained.

MIDDLESEX
HOUNSLOW COLLEGE
GRADUATE required immediately to teach PHYSICS to "O" level, with some Junior Mathematics, either part-time or full-time.
Apply giving full details and names of two referees to the Headmaster, Hounslow College, Lampton Road, Hounslow, Middlesex. (Telephone: 01-570 3151.)

SUFFOLK
CULFORD SCHOOL
Bury St. Edmunds
(Independent co-educational, day and boarding: 690 pupils: eight to 18 years)
Wanted for January: GRADUATE to teach CHEMISTRY. "Temporary appointment for one term only, while permanent member of staff is absent on study leave. Full timetable including "O" and "A" level work.
Applications to the Headmaster.

SURREY
CHARTERHOUSE
CHEMIST wanted for two terms from January, 1981, to teach to "A" level and University Scholarship.
Applications with names and addresses of two referees to the Headmaster, Charterhouse, Godalming.

Other than by Subject Classification

Heads of Department

LONDON
BLACKHEATH HIGH SCHOOL (G.P.D.S.T.)
Wemyss Road, SE3 0TF
Required in January 1981 HEAD of JUNIOR DEPARTMENT. The Junior House is on a separate site, and the Head is responsible for a department of 180 girls aged 5-11 years. Burnham Scale 2 plus London Allowance.
Applications, with names of two referees and copies of testimonials to the Headmistress.

Other Assistants

BERKSHIRE
MAIDENHEAD COLLEGE
1 College Avenue, Maidenhead, Berks
(Tel.: 0628 28[illegible])
(R.C. independent school for girls)
For January 1, 1981:
(1) A qualified ENGLISH GRADUATE initially for work with nine-year-old juniors, but some sixth form work also available. This appointment could be made for November 1 if successful candidate wished.
(2) A qualified PHYSICAL EDUCATION TEACHER for work throughout the school.
Both posts Scale 1, Burnham Scale; government superannuation; R.C.s preferred.
Apply to the Headmistress, together with names of two referees.

ESSEX
ST. JOHN'S SCHOOL
Billericay, Essex.
(Billericay [illegible])
Headmaster: R. W. A. Kallbe, B.Sc.(Econ.), F.R.G.S.
TEACHER for MATHEMATICS and PHYSICS to "A" level, required in January or earlier. Interest in rugby football and electronics an advantage. Small classes. Revised Burnham Scale. Group [illegible] for a suitable applicant, plus London allowance, £415 per annum.
Apply immediately by letter, giving curriculum vitae and names and addresses of two persons to whom reference may be made.

LONDON, N.6
CHANNING SCHOOL
Highgate
Independent Day School for Girls
Junior Department—about 160 girls
Required for January or April. Qualified JUNIOR SCHOOL TEACHER for 8 or 9-year-olds.
Some teaching with younger age groups.
Interest in Art and English particularly welcome.
Burnham Scale 1, London Allowance (maximum), Government Superannuation.
Apply in writing enclosing curriculum vitae and the names of two referees to Headmistress, Channing School, Highgate, London N6 5HF.

WILTSHIRE
CLOUD HOUSE SCHOOL
East Knoyle, near Salisbury, Wiltshire
Required for January, 1981.
Applications are invited for the following teaching posts: REMEDIAL (Scale 2), WOODWORK (Scale 1) and HOME ECONOMICS (Scale 1) with supporting general subjects. This is an independent special school for maladjusted boys aged 8 to 16, and some staff accommodation may be available.
Application forms obtainable from the Director, Badgeworth Group, Badgeworth Court School, Badgeworth, near Cheltenham. Telephone Churchdown (0452) 713187. Interviews will take place on 22nd October and 23rd, 1980.

F.I.S. have vacancies for TEACHERS and MATRONS requiring posts in Independent Schools. Reply with S.A.E. to the Organizing Secretary, Pool Cottage, Billingshurst, West Sussex.

Preparatory Schools

Headships

CORNWALL
ST. PETROC'S SCHOOL
Bude
Appointment of HEAD for September 1981.
Salary related to current Burnham Scale. Accommodation and help with schooling are available.
Applicants with qualified teaching status should write before November 1 to the Headmaster, St. Petroc's School, Bude EX23 8NJ, for further details and particulars of application.

KENT
KENT COLLEGE JUNIOR SCHOOL
[illegible], Tunbridge Wells
(Independent Preparatory School under the Board of Management for Methodist Colleges and Schools—100 day and 30 boarding girls).
Applications are invited for the position of HEAD which will fall vacant on September 1st, 1981, on the retirement of the present Headmistress.
Particulars may be obtained from the Headmistress of the Senior School, Kent College, Pembury, Nr. Tunbridge Wells, Kent, TN2 4AX, to whom application should be addressed before October 31st, 1980.

LEEDS
MOORLANDS SCHOOL LIMITED
Foxhill, Leeds LS16, Yorkshire
The Governors invite applications for appointment of HEADMASTER due to retirement.
Appointment from September, 1981 (or January 1982).
Moorlands is an Independent Day school for boys with a Pre-Prep Section 4-13 years.
D.E.S. recognized.
Member of the I.A.P.S.
Approximately 100 pupils and nine well qualified academic staff.
A Graduate and a practising Church member essential.
Remuneration above the appropriate Burnham Scale.
Applications with curriculum vitae and two referees should be sent by November 30, 1980, to the Secretary, Moorlands School Limited, Foxhill, Leeds LS16, Yorkshire.

SUFFOLK
FAIRSTEAD HOUSE SCHOOL
Newmarket
Independent School for Girls aged 4 to 11 and boys aged 4 to 8.
Number on roll 105.
The Governors wish to appoint a HEAD from September 1, 1981, upon the retirement of Mrs. R. Taylor.
Salary as for Burnham Group 2 Headship.
Application forms and further particulars from: P. G. Wake, Esq., 63 Burwell Road, Exning, Newmarket, Suffolk CB8 7DU.
Closing date: November 19, 1980.

Deputy Headships Senior Masters/ Mistresses

SHEFFIELD
WESTBOURNE PREPARATORY SCHOOL, IAPS
Applications are invited for the post of ASSISTANT HEAD and HOUSEMASTER of Weekly Boarders which will become vacant in September, 1981.
Particulars of the appointment may be obtained from the Secretary to the Governors, Westbourne Preparatory School, Sheffield, S10 2QQ.

Remedial Posts

SUSSEX
HAWKHURST COURT SCHOOL
near Petworth
(Boys and girls: 9 to 13 years; Day and Boarding)
REMEDIAL AND DYSLEXIC UNIT for pupils of average or above average intelligence, experiencing difficulty with language and numeracy.
Required January, 1981, full-time qualified and experienced TEACHER for REMEDIAL ENGLISH and MATHEMATICS. This appointment arises because of an expanding unit and the teacher will be one of a team of three. An ability to help with games and other activities desirable.
A small bungalow in the school grounds is available at a reasonable rent.
Please apply in writing with curriculum vitae and names, addresses of two referees to the Headmaster, Hawkhurst Court, Wisborough Green, Billingshurst, West Sussex RH14 0HT.

By Subject Classification

Art and Design

LONDON
TOWER HOUSE SCHOOL
188 Sheen Lane,
East Sheen SW14 8LF
01-876 3323
Required in January, 1981, by IAPS day school, fully qualified TEACHER to teach ART throughout the school. The successful applicant must be able to assist with games, in particular 1st XV rugby and possibly 1st XI cricket.
Salary offered equivalent to Burnham Scale or above to the right candidate. Apply in writing with full career details and the names of two referees to Headmaster.

Geography

HEREFORDSHIRE
ST. RICHARDS
Bredenbury, Bromyard
GEOGRAPHER required January for C.E. and P.S.S. plus one or two other subjects at lower level.
Resident post. Games coaching requirement, especially cricket and/or Rugby.
Salary Burnham.
Please write fully with referees telephone numbers and curriculum vitae to the Headmaster.

Mathematics

HAMPSHIRE
Required in January, 1981, experienced TEACHER, resident or non-resident, to teach MATHEMATICS to Public School Common Entrance level in co-educational preparatory school in south-west Hampshire.
Applicants should offer a wide variety of out-of-school interests in addition to skills in soccer, rugger and cricket.
Apply in writing to: The Headmaster, Durlston Court, Barton-on-Sea, Hampshire BH25 7AQ.

Modern Languages

CAMBRIDGESHIRE
KING'S COLLEGE SCHOOL
West Road, Cambridge CB3 9DN
(I.A.P.S. coeducational)
Required January 1981 a well qualified, experienced TEACHER to teach FRENCH full-time throughout the school, from beginners to public school scholarship candidates.
The post is for two terms while the Head of French is on leave and non-resident. Close liaison exists with two other French teachers. Applicants able to take on some responsibility for day girls, including games, will be at an advantage. Pay is geared to Burnham with generous scaling for experience and qualifications.
Apply to the Headmaster, enclosing full curriculum vitae, names, addresses and telephone numbers of two referees.

SUFFOLK
SALTERS HALL SCHOOL
Sudbury
This day Preparatory School for 280 boys and girls requires for January, 1981, a qualified TEACHER of FRENCH for age group nine to 13 years (Oral French for 7's to nine years).
Ability to teach to Common Entrance Examination standard for Girls at 11 and Boys at 13-plus essential.
This post is superannuated and on Burnham Scale.
Write giving details of age, qualifications and experience, together with names and addresses of two referees.
The Headmaster, Salters Hill School, Stour Street, Sudbury, Suffolk.

Music

BRADFORD
BRONTE HOUSE
PREPARATORY DEPARTMENT OF WOODHOUSE GROVE SCHOOL
(120 boys aged eight to 11 including 30 boarders)
TEACHER required January 1981 to take MUSIC throughout the school and also general subjects. Residence available for single person willing to undertake boarding duties with Sixth Form girls at the main school.
Apply in writing with names of two referees and curriculum vitae to Mr. F. F. Watson, Bronte House, Apperley Bridge, Bradford BD10 0PQ.

SUSSEX
South Coast Preparatory School with large music department requires full-time WOODWIND TEACHER for January, 1981.
Applications, with curriculum vitae, to the Headmaster, St. Bede's School, Eastbourne, Sussex.

YORKSHIRE
GILLING CASTLE
(I.A.P.S., R.C., 120 boys)
(Preparatory School for Ampleforth College)
Required for January, April or September 1981
DIRECTOR of MUSIC to be responsible for choral, orchestral and class music throughout the school and to supervise part-time instrumental teaching.
A flourishing musical tradition exists and there are close links with the large music department at Ampleforth College.
Apply in writing, with curriculum vitae and names of two referees, to the Headmaster, Gilling Castle, Gilling East, York YO6 4HP, from whom further details are available.

Pastoral

Heads of Department

HERTFORDSHIRE
QUEENSWOOD SCHOOL
Shepherds Way, Brookmans Park, Hatfield
Required for January 1981, a non-teaching HOUSEMISTRESS to take charge of the Preparatory Boarding house for 45 girls aged 8 to 11 years. Good accommodation available.
Salary according to qualifications and experience. Queenswood is an Independent Boarding School for Girls 16 miles from Central London.
Applications to the Headmistress with names and addresses of two referees.

Physical Education

WEST SUSSEX
WINDLESHAM HOUSE SCHOOL
Washington, Pulborough
West Sussex RH20 4AY
PHYSICAL EDUCATION SPECIALIST, particularly GYMNASTICS and SWIMMING, required for January. Must also be qualified to teach Geography to nine to 11 year olds. I.A.P.S. coeducational school, 300 children, eight to 13 years; all boarding.
Applicant must be willing to help with boarding duties but need not live in. Salary, Burnham with T.S.S.
Apply Headmaster, Windlesham House School, Washington, Pulborough, West Sussex.

Other than by Subject Classification

HERTFORDSHIRE
THE PREPARATORY SCHOOL
Required in January 1981 (or April) a single graduate or non-graduate to teach GENERAL SUBJECTS to boys aged 9, 10 and 11. The post is resident in the boarding house, duties being shared with three other men.
Out-of-school commitments, both on and off the games field are an essential part of the post.
Salary: Bishop's Stortford College Scale, Government Superannuation.
Please apply in writing to the Headmaster, The Preparatory School, Bishop's Stortford College, Herts, CM23 2QZ, giving details of any interests and the names, addresses and telephone numbers of two referees.

KENT
HOLMEWOOD HOUSE SCHOOL
Langton Green, Tunbridge Wells, Kent
A qualified JUNIOR FORM TEACHER will be required in January 1981 at this I.A.P.S. Boys' Boarding and Day School.
Apply Headmaster with curriculum vitae and names and addresses of two referees.

LONDON
DIOCESE OF WESTMINSTER
Required for January, 1981 — Qualified TEACHER for TOP INFANTS (six to seven years old).
D.E.S. Superannuation, Burnham Salary Scale.
Ability to play piano an advantage but not essential.
Applications to Headmaster, St. Alban's Preparatory School, Woodside Lane, N. Finchley, London N12 8SY.
Telephone: 01-446 2533.

LONDON
TOWER HOUSE SCHOOL
188 Sheen Lane,
East Sheen SW14 8LF
01-876 3323
Required in January, 1981, by IAPS day school, fully qualified TEACHER to teach a class of six to seven-year-old boys. Salary offered equivalent to Burnham Scale or above to the right candidate.
Apply in writing with full career details and the names of two referees to Headmaster.
Bungalow available. Write Box 3910.

LONDON, S.W.15
PUTNEY PARK SCHOOL
Woodborough Road
Putney, S.W.15
FORM TEACHER required in January for eight to nine-year-old girls, with an interest in Mathematics. Scale 1. London Burnham Scale salary. Superannuation.
Apply the Headmistress. Full curriculum vitae required.

METROPOLITAN BOROUGH OF ROTHERHAM
DEPARTMENT OF EDUCATION
ROTHERHAM COLLEGE OF ARTS AND COMMUNITY STUDIES
DEPARTMENT OF ART AND DESIGN

Required as soon as possible :—

HEAD OF DEPARTMENT
GRADE III

To be responsible to the Principal for academic standards and development and for the internal organization, management and discipline of the Department, which is housed in new purpose-built accommodation.
Candidates should be suitably qualified and have relevant industrial, administrative and teaching experience. Further particulars available from the Director of Education, telephone Rotherham 2121, ext. 3227.
Salary : £10,992-£12,282 p.a.
Closing Date : 24th October. 1980.
Applications by letter, giving full personal details and information on qualifications, experience and salary, together with the names and addresses of two referees, should be sent to the Director of Education, Education Office, Rawmarsh Road, Rotherham S60 1QT.
B. W. Ellis, Director of Personnel Resources.

Cyngor Sir DYFED County Council
EDUCATION COMMITTEE

PEMBROKESHIRE TECHNICAL COLLEGE
at HAVERFORDWEST AND NEYLAND

(Re-advertisement)

(1) HEAD OF DEPARTMENT of CONSTRUCTION
Grade II, Neyland Centre

A well qualified and experienced person is required to lead an established and successful department with a wide range of courses. The post is vacant now and it is hoped to appoint for January 1981. Further particulars on request.

(2) LECTURER in AGRICULTURE
Grade 1, Haverfordwest Centre
Crop husbandry, dairy and general agriculture

There is no farm and the person appointed must be experienced in classroom teaching and conducting farm practical classes on commercial farms. Communicative and social adaptability skills must be good together with academic qualifications of a sound and broad nature.

Application forms available from the Principal, Pembrokeshire Technical College, College Campus, Off Dew Street, Haverfordwest.

Canvassing directly or indirectly will disqualify.
W. J. Phillips, Director of Education, Education Department Headquarters, Pibwrlwyd, Carmarthen.

STAFFORDSHIRE
DENSTONE COLLEGE PREPARATORY SCHOOL
Smallwood Manor, Uttoxeter
(I.A.P.S. School of 160 boys, Day/Boarding)
CLASS TEACHER required in January 1981 to teach 7 to 8 year old boys (First Form). Smallwood scale. Government superannuation. Accommodation may be available. Assistance with games and activities an advantage.
Applications to the Headmaster with curriculum vitae and names of two referees as soon as possible.

WEST SUSSEX
Required in January 1981. Two TEACHERS to take between them (1) LATIN to P.S.S. standard. (2) GENERAL SUBJECTS to middle forms. (3) SENIOR GAMES: Rugby, Hockey, Cricket.
Bachelor accommodation [illegible].
Apply the Headmaster, [illegible], East Grinstead. Tel (0342) [illegible]

Colleges of Further Education

Heads of Department

BIRMINGHAM

BOURNVILLE COLLEGE OF FURTHER EDUCATION
Bristol Road South,
Birmingham, B31 2AJ
Telephone : 021 476 [illegible]

SENIOR LECTURER
Head of Computer/Microprocessor Unit

This new post has been created to further the development of an existing section of the College. Present provision includes a large commitment to NCC Threshold Courses. A candidate is sought who has the will and the capacity to lead the unit in its future service to the College and the community. Appropriate qualifications and experience in the area of Computer Education and training are regarded as essential.
Application forms and further details obtainable from the Principal.
Salary Scale : £8,959 to £11,296.

STAFFORDSHIRE
EDUCATION COMMITTEE
STOKE-ON-TRENT TECHNICAL COLLEGE
HEAD OF MINING ENGINEERING DEPARTMENT (Grade III)
£10,002 to £12,282 per annum
Application forms and further particulars available from the Principal, Stoke-on-Trent Technical College, Moorland Road, Burslem, Stoke-on-Trent.

COLLEGES OF FURTHER EDUCATION
continued

Other Appointments

AVON COUNTY
EDUCATION SERVICE
BRUNEL TECHNICAL COLLEGE
Bristol
Principal P. J. Hawley, M.Sc.
DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING
LECTURER Grade I required to teach practical ELECTRONIC skills in workshop and laboratory and principles and practice of electronics in the classroom up to Level III, City and Guilds and Technician Education Council Certificate course.
It is expected that applicants will have recent experience of modern electronic techniques in the field of consumer and industrial electronics. Applicants should possess a good technical qualification such as H.N.C. or F.T.C.
Salary scale: £4,683 to £8,055.
Further details and application forms (to be returned by October 24, 1980) from Personnel Office, Brunel Technical College, Ashley Down, Bristol BS7 9BU, quoting post ref. no. 80.32.

AVON COUNTY
NORTON RADSTOCK TECHNICAL COLLEGE
LECTURER Grade I in SECRETARIAL SUBJECTS required for January 1, 1981.
Further particulars and application forms, which should be returned by October 23, 1980, from the Principal, Norton Radstock Technical College, South Hill Park, Radstock, Bath BA3 3RW.

BARKING AND DAGENHAM
(London Borough of)
BARKING COLLEGE OF TECHNOLOGY
CAREERS AND COUNSELLING UNIT
LECTURER (Grade I) COUNSELLING
Required for January 1981: a Counsellor who has an interest in Career Work and an understanding and sympathy with the Youth Opportunities programme.
Salary scale: £5,442 to £8,814 per annum (inclusive). Commencing point will depend upon qualifications and experience.
Requests for application forms and further details must be accompanied by a stamped, self-addressed envelope and sent to the Administrative Officer, Barking College of Technology, Dagenham Road, Romford RM7 0XU. Completed forms must be returned within 14 days of the appearance of this notice.

BERKSHIRE
EDUCATION COMMITTEE

BRACKNELL COLLEGE

Required January 1, 1981:

DEPARTMENT OF ENGINEERING AND SCIENCE

LECTURER I in ELECTRICAL ENGINEERING to teach subjects associated with the C.I.T.B. Electrical Installation New Entrant Scheme and the C.G.L.I. 236 Electrical Installation Course.
LECTURER I to teach ELECTRONICS THEORY and PRACTICE to students attending the E.I.T.B. first year off-the-job Electronics Course.
Salary in accordance with the Burnham Further Education Scale.
Assistance with housing and removal assistance may be given.
Further particulars and application forms which should be returned within 14 days of the appearance of this advertisement from the Principal, Bracknell College, Church Road, Bracknell, Berks RG12 1DJ.

BERKSHIRE
COUNTY COUNCIL
READING COLLEGE OF TECHNOLOGY
DEPARTMENT OF BUILDING AND SURVEYING
Applications are invited for the post of LECTURER I to teach SCIENCE and MATHEMATICS to technician and craft students. Applicants should, preferably, have graduate or equivalent qualifications and experience in teaching and or industry would be advantageous. Duties to commence on January 1, 1981, or as soon afterwards as possible.
Salary: Lecturer Grade I, £4,683 to £8,055 per annum.
Further particulars and application forms may be obtained from the Principal, Reading College of Technology, King's Road, Reading RG1 4HJ, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (Telephone: Reading 583501.)

BRENT
(London Borough of)
KILBURN POLYTECHNIC
Priory Park Road, NW6 1YB
(Tel.: 01-328 8241)
DEPARTMENT OF BUSINESS AND PROFESSIONAL STUDIES
LECTURER I IN SECRETARIAL SUBJECTS
(Post No. 80 24.)
Required from January 1, 1981, to teach Shorthand, Typewriting and other Secretarial subjects to full-time, part-time day and evening secretarial students.
Candidates should be trained TEACHERS and have had commercial or industrial experience.
Salary: £4,683 to £8,055, plus London allowance of £759.
Relocation assistance in approved cases.
Further particulars and application forms (S.A.E.), returnable within 10 days of this advertisement, may be obtained from the Principal.

BROMLEY
(London Borough of)
BROMLEY COLLEGE OF TECHNOLOGY
Rookery Lane, Bromley, Kent, BR2 8HE
01-462 6331
Required for January, 1981, LECTURER Grade I in MECHANICAL ENGINEERING.
Salary within range £5,181 to £8,553 (including London Allowance).
Application form and full details obtainable from the Principal, to be returned by October 31, 1980.

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
AYLESBURY COLLEGE OF FURTHER EDUCATION AND AGRICULTURE
Oxford Road, Aylesbury HP21 8PD
DEPARTMENT OF CATERING AND HOME MANAGEMENT
Applications are invited from men and women for the following posts, which will become vacant from January 1, 1981, in the Hairdressing and Beauty Therapy Sections:
LECTURERS I
WIGMAKING AND LADIES' HAIRDRESSING
To teach Wigmaking to City and Guilds 760 3 and Ladies' Hairdressing to City and Guilds 760 1.
MEN'S AND LADIES' HAIRDRESSING
To teach Men's Hairdressing and Advanced Men's Hairdressing to City and Guilds 760.
Ability to teach Ladies' Hairdressing to City and Guilds 760 is desirable.
Industrial experience is essential, and a teaching qualification and teaching experience is very desirable for both posts.
Salary in accordance with Burnham (F.E.) salary scales for the appropriate grade of post. Assistance with removal and other expenses in approved cases.
Application forms and further particulars may be obtained from the Principal (upon receipt of a stamped addressed foolscap envelope) to whom completed forms should be returned within 14 days of the appearance of this advertisement.

LONDON BOROUGH OF HARINGEY

Tottenham College of Technology
High Road, N15 4RU
01-802 3111

Principal : J. R. Parry Williams, MSc, PhD, FRES, FIBiol

The following full-time teaching staff are required at the College :

SENIOR LECTURER
in QUANTITY SURVEYING/MEASUREMENT SUBJECTS
(Department of Building) B383
Salary : £9,711-£12,054 with a bar at £11,298 per annum inclusive of London Weighting.

LECTURERS GRADE II
(two) in BUSINESS ORGANIZATION and SECRETARIAL STUDIES A505
(Department of Business and Administrative Studies) A509
Salary : £6,771-£10,461 per annum inclusive of London Weighting.

LECTURERS GRADE I
in ELECTRICAL INSTALLATION (Department of Engineering) E605
in CHEMISTRY (Department of Environmental Health and Science) S514
in SERVICE ENGINEERING (GAS) (Department of Building) B601
in MACHINE WOODWORKING SUBJECTS (Department of Building) B604
Salary : Within the range £5,442-£8,814 per annum inclusive of London Weighting. (Starting salary above the minimum may be paid according to qualifications and experience.)

100% of approved removal expenses may be paid to the successful candidates.
Application forms and further details from the Vice Principal (JHS 3) stamped addressed envelope, please, returnable within 14 days of the advertisement.

BUCKINGHAMSHIRE
COUNTY COUNCIL
WOLVERTON COLLEGE OF FURTHER EDUCATION
LECTURER I—MATHEMATICS
A graduate or holder of suitable H.N.D. with an ability in Computer Programming is required from January 1, 1981.
Application form and further details (S.A.E. please) from the Principal, Wolverton College of Further Education, Stratford Road, Wolverton, Milton Keynes MK12 5NU.
Closing date October 24, 1980.

BUCKINGHAMSHIRE
BUCKINGHAMSHIRE COLLEGE OF HIGHER EDUCATION
SCHOOL OF MANAGEMENT STUDIES AND LANGUAGES
LECTURER II/SENIOR LECTURER IN SPANISH to teach SPANISH up to and beyond "A" level standard. There is a substantial amount of work in modern languages on diploma and degree courses.
You should be fluent in Spanish and have a good honours degree or equivalent qualification. Preference will be given to candidates with industrial commercial experience. The ability to offer a second language will be an added recommendation.
Salary scale: Lecturer II, Senior Lecturer, £6,012 to £9,702 to £11,296.
Application forms and further details from Assistant Director, Buckinghamshire College of Higher Education, Queen Alexandra Road, High Wycombe, Bucks HP11 2JZ.

CLEVELAND
COUNTY EDUCATION COMMITTEE

LONGLANDS COLLEGE OF FURTHER EDUCATION

Applications are invited from suitably qualified candidates for the following post :

LECTURER, Grade 1 in COMPUTER STUDIES

Duties to commence as soon as possible.
Salary scale : Lecturer Grade 1, £4,683 to £8,055.
Application forms and further details available from the Principal, Longlands College of Further Education, Douglas Street, Middlesbrough, Cleveland, TS4 2JW to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

CLEVELAND
COUNTY EDUCATION COMMITTEE
CLEVELAND TECHNICAL COLLEGE
Redcar
Applications are invited for two posts of LECTURER I in PHYSICAL EDUCATION, duties to commence as soon as possible (preferably in January, 1981).
The successful candidates will have appropriate experience, preferably in Technical Education, and have relevant qualifications for teaching Physical Education to young adults.
Salary: £4,683 to £8,055.
Further information and application forms obtainable from The Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland TS10 1EZ, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

DERBY
COLLEGE OF FURTHER EDUCATION
Appointment of LECTURER, Grade I, in PHYSICS.
Applications are invited from graduate physicists, preferably with a teaching qualification, for the post of Lecturer, Grade I, in the Department of Science and Computing.
The person appointed will be required to teach Physics to both "O" and "A" level standards. An interest in teaching applied science to students on other college courses would be an advantage.
Salary scale: £4,683 to £8,055.
Application forms may be obtained from The Chief Administration Officer, Derby College of Further Education, Wilmorton, Derby DE2 8UG (Telephone Derby 73013), to whom they should be returned as soon as possible on completion.

DERBY

COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF BUSINESS STUDIES

LECTURER I IN SECRETARIAL SUBJECTS

Applications are invited for the above post for appointment from January 1, 1981. The successful candidate will be expected to teach Typewriting, Pitman 2000 Shorthand and Office Practice.
The salary will be in accordance with the salary scales for teachers in establishments of further education.
Lecturer I: £4,683 to £8,055.
Application forms and further particulars are available from the Chief Administrative Officer, Derby College of Further Education, Wilmorton, Derby DE2 8UG.

DONCASTER

METROPOLITAN INSTITUTE OF HIGHER EDUCATION

DEPARTMENT OF MINING AND MINERAL RESOURCES ENGINEERING

PRINCIPAL LECTURER

To act as Deputy to the Head of Department and to teach aspects of Mining Engineering, mainly at Advanced Level. Duties to commence January 1 1981.
Candidates should be Chartered Engineers with a degree in Mining Engineering or equivalent, a First Class Certificate of Competency in Mine Management, experience of teaching and administration in Further/Higher Education and substantial industrial experience.
Salary scale: Burnham F.E. Principal Lecturer, £10,600 to £11,712 (bar) to £12,246.

LECTURER GRADE I IN MINING SUBJECTS

Required as soon as possible to teach Mining Technology and related subjects mainly to Craft, Technician and Mine Deputies courses.
Applicants should possess a Colliery Manager's Certificate and have recent experience in coal mining. Experience in teaching would be an advantage but is not essential.
Salary scale, Lecturer Grade I, £4,683 to £8,055.
Please send stamped addressed envelope for application form and post particulars to Staffing Section, Doncaster Metropolitan Institute of Higher Education, Waterdale, Doncaster DN1 3EX. Telephone (0302) 22122, ext. 201.
Closing date for applications October 17 1980.

DORSET
SOUTH DORSET TECHNICAL COLLEGE
Newstead Road, Weymouth, Dorset. DT4 0DX
DEPARTMENT OF BUILDING
LECTURER (Grade II) required from January 1981 (or as soon as possible thereafter) to teach CONSTRUCTION TECHNOLOGY and MEASUREMENT AND/OR SURVEYING and to take responsibility for organizing TEC Courses in the Department (Readvertisement).
Applicants should have a degree and/or equivalent professional qualification, appropriate experience in industry and teaching. Teacher training is also desirable.
Salary Scale £6,012 to £9,702 per annum.
Assistance with removal and incidental expenses.
Further particulars are available from the Principal at the College to whom completed application forms should be returned within ten days of the appearance of this advertisement.

DUDLEY

METROPOLITAN BOROUGH

STOURBRIDGE COLLEGE OF TECHNOLOGY AND ART

DEPARTMENT OF ENGINEERING AND SCIENCE

LECTURER in MATHEMATICS to G.C.E. "A" level standard to commence on January 1, 1981. Ability to assist with Computer Studies would be an advantage.
Salary, Lecturer Grade 1, £4,683 to £8,055 with allowances for qualifications and previous teaching relevant industrial experience.
Application forms and further particulars from the Principal (Ref : SCTA/PB), Stourbridge College of Technology and Art, Church Street, Stourbridge, West Midlands DY8 1LY, on receipt of stamped, addressed foolscap envelope.

ESSEX
HARLOW TECHNICAL COLLEGE
College Gate, The High, Harlow, Essex CM20 1LT
PRINCIPAL LECTURER IN ENGINEERING
DEPUTY HEAD OF DEPARTMENT
Applications are invited for the above vacancy in a Grade IV Department of Engineering catering for Electrical, Electronic and Mechanical Engineering courses up to T.E.C. Higher Certificate level. The successful applicant will be expected to teach on a range of courses according to discipline and assist in the administration of the department.
Salary scale : £10,600 to £11,712 per annum (plus £313 London Fringe Allowance).
DEPARTMENT OF ENGINEERING
LECTURER I IN MECHANICAL ENGINEERING
Applications are invited for the above post which becomes vacant on January 1, 1981. Candidates should be qualified to at least City and Guilds Full Technological Certificate in a Mechanical Engineering discipline.
Salary scale : £4,683 to £8,055 per annum (plus £313 London Fringe Allowance).
For both posts application forms and further details from the Principal, to be returned within 14 days from the appearance of this advertisement.

GLOUCESTERSHIRE
GLOUCESTERSHIRE COLLEGE OF ARTS AND TECHNOLOGY
(GLOUCESTER CITY COLLEGE OF TECHNOLOGY)
(DEPARTMENT OF MECHANICAL ENGINEERING)
An AUTOMOBILE ENGINEERING LECTURER Grade I is required as soon as possible and at the latest by January 1, 1981, to lecture in Heavy Vehicle Technology, Light Vehicle Technology and Associated Studies in the C.G.L.I. courses 380, 381 and R.T.I.T.B. Integrated Courses up to part III standard. Appropriate recognised qualifications and good practical experience is essential.
Teacher training and/or teaching experience is desirable.
Salary £4,683 to £8,055 per annum depending upon qualifications, training and experience.
Further details and application form may be obtained from the Associate Principal, Gloucester City College of Technology, Brunswick Road, Gloucester.

HAVERING
(London Borough of)
HAVERING TECHNICAL COLLEGE
LECTURERS Grade I required for January or as soon as possible afterwards.
Salary: £5,181-£8,553 inclusive, with placement according to age, experience and qualifications. Most suitable candidates are likely to start around £7,500 p.a.
MATHEMATICS (with Statistics): Applicants should be honours graduate trained teachers and will require to teach on a variety of non-advanced courses.
MOVEMENT STUDIES: To teach students aiming at a career in PE and Recreational Movement Studies to under-achieving students together with General PE.
Send stamp for application form and further particulars, stating which post, to the Principal, Ardleigh Green Road, Hornchurch, Essex RM11 2LL.
Closing date: 28 October 1980.

HEREFORD AND WORCESTER

(County Council of)

EVESHAM COLLEGE OF FURTHER EDUCATION
Cheltenham Road, Evesham
Worcestershire
Tel. No. Evesham 41151

DEPARTMENT OF ENGINEERING

LECTURER GRADE I IN AGRICULTURAL ENGINEERING

Candidates should have served a recognized apprenticeship and possess at least a City and Guilds qualification in Agricultural Engineering and have had good practical experience. Teaching qualifications and experience are desirable. The successful candidate will be required to teach theory and practice on block release and full-time City and Guilds 015 Agricultural Mechanics courses and/or City and Guilds 016 Parks and Garden Machinery courses. The College is a national centre for 016 courses with specialist workshops.
Salary scale, Lecturer Grade I £4,683 to £8,055.
Application forms and further particulars are obtainable from the Principal, to whom completed forms should be returned as soon as possible after the appearance of this advertisement.

Royal County of BERKSHIRE

LANGLEY COLLEGE OF FURTHER EDUCATION
Applications are invited for the following posts commencing on 1 January, 1981. Applicants should have appropriate qualifications and experience; teaching qualifications and/or industrial experience would be an advantage.

LECTURER II IN ECONOMICS AND BANKING
To teach to BEC National/Bankers Conversion standard. A willingness to offer a further business subject would be an advantage.

LECTURER I IN ECONOMIC HISTORY AND ECONOMICS
To teach on GCE 'O'/'A' and BEC courses.

LECTURER I IN LIBERAL STUDIES
To teach Liberal Studies and Communications on BEC, TEC and Craft courses

LECTURER I IN ELECTRICAL/ELECTRONIC ENGINEERING
To teach up to TEC Certificate standard.
Salary Scales : Lecturer II—£6,226-£9,916
Lecturer I —£4,896-£8,268
Berkshire has a scheme for assisting with removal expenses.
Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough, SL3 8BY. Please enclose a stamped, addressed, foolscap envelope.

Closing date : Friday, 17 October, 1980.

BILSTON COLLEGE
OF FURTHER EDUCATION
Westfield Road, Bilston,
West Midlands WV14 6ER
Telephone : Bilston 42871
Principal : J. Inch B.A.(Hons.), F.G.S., F.R.G.S.
DEPARTMENT OF COMMUNITY STUDIES

Lecturer II/Senior Lecturer
In Social and Community Services Work

Applicants must have qualifications and experience in residential and/or day centre social service work with mentally handicapped adults/children.

Successful teaching in further education is desirable.

Salary : Lecturer II/SL £6,012 to £9,702 (bar) to £10,539.

Further details may be obtained from the Principal, to whom the completed application form must be returned within 14 days of this advertisement.

Lancashire
County Council

BURNLEY COLLEGE OF ARTS AND TECHNOLOGY
Ormerod Road, Burnley

Required 1st January 1981

Two Posts

LECTURER II, BUSINESS STUDIES

LECTURER I, FURNITURE STUDIES

LANCASTER AND MORECAMBE COLLEGE OF FURTHER EDUCATION
Morecambe Road, Lancaster

Required 1st January 1981.

LECTURER I (MOTOR VEHICLES)

Forms/further details from/to The Principal of the respective College. S.A.E. please. Closing date 20th October 1980

HAMPSHIRE COUNTY COUNCIL
SOUTHAMPTON
TECHNICAL COLLEGE

Applications are invited for the following appointments commencing as soon as possible

Post No. 234—Lecturer Grade I in Plumbing
Post No. 238—Lecturer Grade I in Gas Subjects
Post No. 534—Lecturer Grade I in Mechanical Engineering
Post No. 556—Lecturer Grade I in Electrical Engineering
Post No. 715—Lecturer Grade I in Mathematics
Post No 726—Lecturer Grade I in Mathematics/Computing

Salary Scale : Lecturer Grade I—£4,683 to £8,055 per annum

Application forms and further details available from the Principal, Southampton Technical College, St. Mary Street, Southampton, SO9 4WX (enclosing foolscap s.a.e.) to whom completed forms should be returned within fourteen days of the appearance of this advertisement.

COLLEGES OF FURTHER EDUCATION
continued

HERTFORDSHIRE

WATFORD COLLEGE

LECTURER II IN MANAGEMENT STUDIES

(Marketing/Personnel)

Applications are invited from people with appropriate practical experience in the UK in Industrial Marketing and/or Personnel Management with appropriate qualifications.

Progression to Senior Lecturer Scale may be possible.

Salary in accordance with Burnham Further Education scales.

Further details and application forms from the Chief Administrative Officer, Watford College, Hempstead Road, Watford, Herts (Watford 41211, Ext. 30).

HERTFORDSHIRE

WATFORD COLLEGE
Hempstead Road, Watford
Hertfordshire WD1 3EZ

Watford 41211

DEPARTMENT OF AUTOMOBILE ENGINEERING

LECTURER Grade II in MOTOR VEHICLE WORK required to teach theory and practice up to City and Guilds Motor Vehicle Craft Part III and Level 3 T.E.C. Ability to offer teaching to I.M.I. and R.T.I.T.B. Final level would be advantageous.

Application forms and further details from the Chief Administrative Officer, Watford College, Hempstead Road, Watford (Watford 41211, extension 30).

ilea colleges INNER LONDON EDUCATION AUTHORITY

READVERTISEMENT

HAMMERSMITH AND WEST LONDON COLLEGE

Gliddon Road, Baron's Court, London W14 9BL

Lecturer I in Recreational Activities and Physical Education. Required from 1 January, 1981, to work in excellent new facilities including a gymnasium, sports hall and movement studio.

Applicants must be well qualified or experienced and able to offer a wide range of skills and activities to students of all levels of attainment including the handicapped.

Salary Scale: Lecturer I. On an incremental scale within the range of £4,683-£8,055 (plus £759 Inner London Allowance) starting point depending on qualifications, training and experience. Salary scale in accordance with Burnham (FE) award and subject to formal approval.

Application forms and further particulars from the Senior Administrative Officer (RK) to be returned within five weeks from date of advertisement.

LONDON COLLEGE OF PRINTING

Elephant and Castle, London SE1 6SB
and Back Hill, Clerkenwell Road, London EC1R 5EN

School of Graphic Reproduction

Lecturer Grade 1 in Screen Process Printing

Required to teach the theory and practice of Screen Process Printing (including printing on materials, ceramics, plastics, etc.) and to be thoroughly conversant with all related technical developments. A knowledge of photostencil production and basic camera operating would be an advantage.

The teacher's programme will cover screen printing for students following a wide range of full-time courses including PPITB Integrated Courses, TEC/BEC Courses, Printing Technology, Printing Management and Design and Production Media (degree-level), Certificate in Screen Process Printing, C & G 513 part-time courses and evening Screen Printing courses at Elephant & Castle and Back Hill.

Lecturer Grade 1 in PROCESS PHOTOGRAPHY

Required to teach the theory and practice of black-and-white and colour camera operating and colour-masking techniques and to be thoroughly conversant with all related technical developments. Should have a knowledge of all major developments in the field of graphic reproduction.

The teacher's programme will cover students following a wide range of part-time courses (e.g. C & G 511 and C & G 518 and TEC), and full-time courses including PPITB Integrated Course, Diploma in Graphic Reproduction, Certificate in Photolithography, TEC/BEC courses, Printing Technology, Printing Management and Design and Production Media (degree-level). Teaching may also include evening classes.

Salary for both posts (Lecturer Grade 1) on an incremental scale within the range £4,683 to £8,055 (plus £759 Inner London Allowance) starting point depending on qualifications, training and experience. Salary scale subject to formal approval.

Further particulars and application forms returnable within 14 days from: The Senior Administrative Officer at the Elephant & Castle address. Telephone: 01-735 8484, extension 237.

NORTH LONDON COLLEGE

Camden Road, Holloway, London N7 0SP

Tel: 01-609 0041

Department of Science and Engineering

Lecturer II in Telecommunications required from 1st January, 1981, to teach specialised areas of Telecommunication Transmission Systems within the courses offered by the department.

Department of Creative Studies

Lecturer II required as soon as possible to investigate potential and existing demand in the locality for short courses, part-time day and evening classes and to assist in the development of appropriate courses and activities.

Salary Scale—in accordance with Burnham FE Report on Lecturer Grade II scale—£6,012-£9,702 (subject to formal approval) plus Inner London Allowance of £759. Starting point dependent upon the candidates qualifications, training and experience.

Lecturer II as Social Work Tutor.

Required a.s.a.p.

Applications are invited for the post of organising tutor to the In-Service Study Scheme (CCETSW) offered in this Department to staff released from residential and day-care establishments involved with children / elderly / handicapped clients or others. Candidates should hold social work qualifications and preferably be teacher trained.

Salary Scale—in accordance with Burnham FE Report on Lecturer Grade II—£6,012-£9,702 (subject to formal approval) plus Inner London Allowance of £759.

Starting point dependent upon the candidates qualifications, training and experience.

Lecturer I in Child Care/Child Health.

Required a.s.a.p.

Candidates should hold nursing and Health Visiting qualifications and preferably be teacher trained. Experience with community groups would be an advantage.

Salary Scale—in accordance with Burnham FE Report on Lecturer Grade I—scale £4,683-£8,055 (subject to formal approval) plus Inner London Allowance of £759.

Starting point dependent upon the candidates qualification, training and experience.

Details of these posts and application forms from the Senior Administrative Officer at the College, to whom they should be returned by Friday, 24 October, 1980. Please state which post is of interest.

SOUTH EAST LONDON COLLEGE

Lewisham Way, London SE4 1UT

Department of Engineering Production and Services

Lecturers I in Electrical Installation work (2 posts) (Ref. EPS.39 & 40).

Required as soon as possible to teach the subject of the CGLI Installation Work Course 236 Parts I, II & III.

A knowledge of Plant Utilisation would be an advantage. The successful candidates should have had recent practical experience of Electrical Contracting Work together with a thorough working knowledge of the IEE Regulations for the electrical equipment of buildings.

Suitable academic qualifications for the posts would be a Full Technological Certificate in Electrical Installation Work or a Part III Certificate of the CGLI Course 231/232.

Salary scales in accordance with the Burnham (F.E.) report. Lecturer I—On an incremental scale within the range of £4,683-£8,055 (plus £759 Inner London allowance) starting point depending on qualifications, training and experience. Salary scale subject to formal approval.

Assistance may be given towards household removal expenses. Application forms, returnable within two weeks of the date of this advertisement, and further particulars from the Senior Administrative Officer at the College. It is essential to quote the reference numbers.

SOUTH THAMES COLLEGE

Wandsworth High Street, London SW18 2PP

Department of Business Studies

Senior Lecturer (Post ref: BS/2-80).

To act as co-ordinator of the BEC Higher Certificate in Business Studies. Candidates should be able to teach from a range of modules including Economics, Marketing, Statistics and Organisation Studies.

Salary scale: £8,952-£10,839 plus £759 Inner London Allowance.

Department of General Studies

Senior Lecturer (Post ref: GS/2-80)

Required for January, 1981:— To be responsible for a range of courses of vocational preparation designed to help the school leaver make an effective transition to employment.

The students will include those with learning, social and behavioural problems.

The person appointed will need proven ability in the field of curriculum development, sound organisational ability and the competence to work both as a member and as a leader of a team.

Salary scale: £8,952-£10,839, plus £759 Inner London Allowance.

Application forms and further details of these posts obtainable from the Senior Administrative Officer at the College, returnable by 22nd October. Please quote relevant reference number.

SOUTHWARK COLLEGE

The Cut, London SE1 8LE

Department of Mathematics and Physics

(1) Required for October, 1980, or as soon as possible thereafter, Lecturer Grade I to teach PHYSICS mainly to GCE "A" and "O" level students following full-time, part-time and evening courses.

(2) Required from 1st January, 1981, Temporary Lecturer Grade I to teach PHYSICS mainly to GCE "A" and "O" students following full-time, part-time and evening courses. This temporary post finishes 31st August, 1981.

Teaching qualifications and experience desirable.

Salary scale (subject to formal approval): Lecturer Grade I on an incremental scale within the range of £4,683-£8,055 (plus £759 Inner London Allowance) starting point depending on qualifications, training and experience.

Further details and application forms obtainable from the Senior Administrative Officer at the College (01-928 9561) and returnable by 23 October, 1980.

HILLINGDON

(London Borough of)
UXBRIDGE TECHNICAL COLLEGE
Park Road, Uxbridge,
Middlesex UB8 1NQ

Applications are invited for the following post, with effect from January 1, 1981:

DEPARTMENT OF ENGINEERING
LECTURER (Grade 1) in AUTOMOBILE ENGINEERING

Salary Scales:
Lecturer Grade 1: £4,683 to £8,056 per annum, the starting point depending on qualifications, teaching and industrial experience.

London Allowance of £498 per annum is payable.

Application forms and further particulars from the Principal, Uxbridge Technical College, Park Road, Uxbridge, Middlesex, returnable within 10 days of the date of this advertisement.

HILLINGDON

(London Borough of)
UXBRIDGE TECHNICAL COLLEGE
Park Road, Uxbridge,
Middlesex UB8 1NQ

Applications are invited for the following post, with effect from January 1, 1981:

DEPARTMENT OF SECRETARIAL STUDIES
SENIOR LECTURER in SECRETARIAL SUBJECTS

Applicants should have good teaching experience and sound business background.

Salary Scales:
Senior Lecturer: £8,952 to £10,839 per annum.

London Allowance of £498 per annum is payable.

Application forms and further particulars from the Principal, Uxbridge Technical College, Park Road, Uxbridge, Middlesex, returnable within 10 days of the date of this advertisement.

HOUNSLOW

(London Borough of)
HOUNSLOW BOROUGH COLLEGE
DEPARTMENT OF HUMANITIES AND SECRETARIAL STUDIES
LECTURER I in SECRETARIAL STUDIES to teach shorthand, typewriting, office practice (machines and secretarial duties). Teaching qualification and recent business experience desirable.

Salary £4,683 to £8,006 plus London Weighting £498.

Further particulars and application form from The Principal, Hounslow Borough College, London Road, Isleworth TW7 4HS, on receipt of SAE. Closing date 14 days from appearance of advertisement.

HUMBERSIDE

COUNTY COUNCIL
NORTH LINDSEY COLLEGE OF TECHNOLOGY
Kingsway, Scunthorpe,
South Humberside, DN17 1AJ

Applications are invited for the posts of:

HAIRDRESSING AND BEAUTY LECTURER II

Wide range of hairdressing and beauty subjects up to Advanced City and Guilds of London Institute. Teaching experience preferred. Good trade background and qualifications required.

Commencement date: 1st January, 1981.

Salary Scale: Burnham F.E. Lecturer II £6,012 to £9,702.

CATERING LECTURER I

To join an enthusiastic team, teaching all aspects of 706 and 706/1 and 706/2 City and Guilds of London Institute Courses.

HOTEL RECEPTION, LECTURER I

To teach Hotel Reception to City and Guilds of London Institute 709 course and to Catering Craft courses. Good trade experience and qualifications necessary.

All posts to commence 1st January, 1981.

Salary Scale: Burnham F.E. Lecturer I £4,683 to £8,055.

Further particulars, etc., available from the Principal.

Telephone enquiries invited: 0724 85022, Ext. 35.

Closing date: October 31, 1980.

KENT

COUNTY COUNCIL
EDUCATION COMMITTEE
CANTERBURY COLLEGE OF TECHNOLOGY
DEPARTMENT OF CONSTRUCTION

Applications are invited for the following vacancy with effect from January 1, 1981, or as soon as possible thereafter:

LECTURER in BUILDING SUBJECTS (Ref: T10W) to teach general building subjects to TEC courses and brickwork to Advanced Craft Certificate level.

Candidates should have sound industrial experience and recognised technical qualifications and have served a craft apprenticeship in a trowel trade.

Salary in accordance with the Burnham Scale for Teaching Staff in Establishments of Further Education—viz. Lecturer I, £4,683 to £8,055 p.a.

A suitably qualified candidate with previous teaching experience may be considered for appointment as Lecturer II at a salary of £6,012 to £9,702 p.a.

Further particulars and application forms may be obtained from: The Principal, Canterbury College of Technology, New Dover Road, Canterbury CT1 3AJ.
Tel: Canterbury 66081.

KENT

COUNTY COUNCIL
EDUCATION COMMITTEE
NORTH WEST KENT COLLEGE OF TECHNOLOGY
Principal, D. T. L. Jones
DEPARTMENT OF ACADEMIC STUDIES

Applications are invited for the post of LECTURER Grade I in MATHEMATICS, able to teach mathematics up to G.C.E. "A" and higher T.E.C. levels.

Assistance with removal expenses is given in appropriate cases.

Forms of application and further details can be obtained from the Principal, North West Kent College of Technology, Miskin Road, Dartford, Kent DA1 2LU.

LINCOLNSHIRE

STAMFORD COLLEGE FOR FURTHER EDUCATION
LECTURER I in GEOGRAPHY required for 1st January, 1981.

Further particulars obtainable from the Principal, Stamford College. Tel.: Stamford 4141. Applications to be received at the College by 25th October.

LIVERPOOL

DEVELOPMENT OFFICER FOR ADULT BASIC EDUCATION

See ADULT EDUCATION

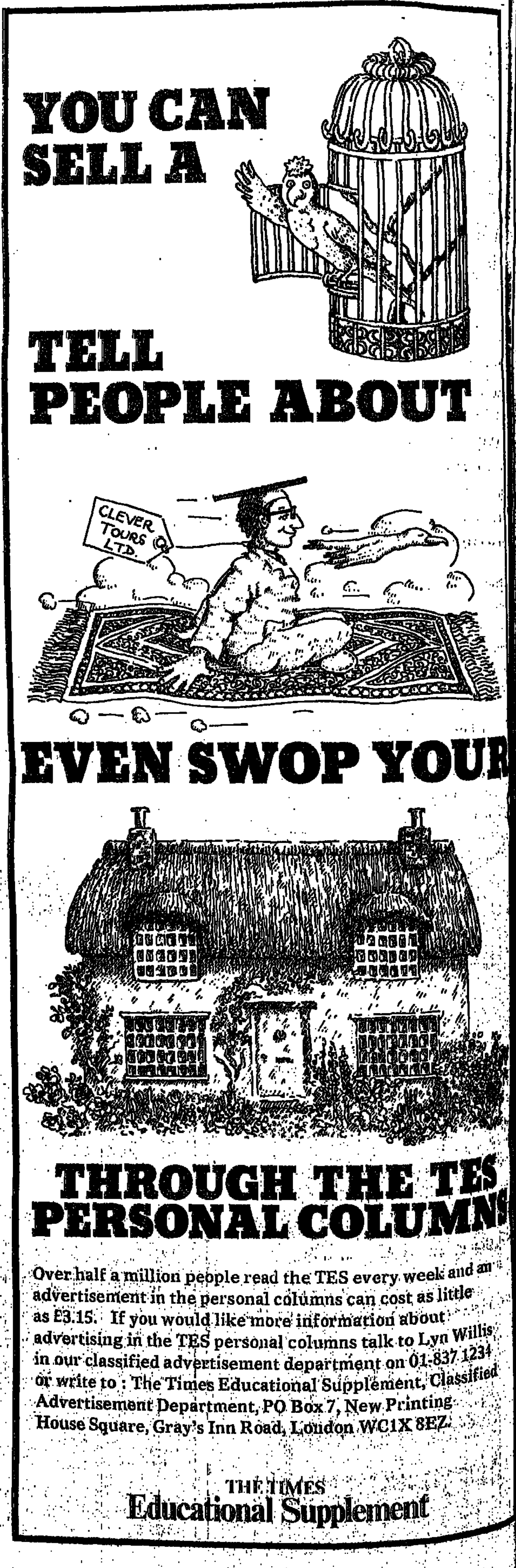
LIVERPOOL

RIVERSDALE COLLEGE OF TECHNOLOGY
Riversdale Road
Liverpool L19 3QR

LECTURER I
MARINE ENGINEERING

Applicants should be professionally or technically qualified and experienced and can expect to undertake work associated with the Marine Engineer Cadet Training Scheme and/or the DoT Certificate of Competency Classes 3, 4 and 5.

Forms available from (S.A.E.) and returnable to the Principal by October 20 1980.



Over half a million people read the TES every week and an advertisement in the personal columns can cost as little as £3.15. If you would like more information about advertising in the TES personal columns talk to Lyn Willis in our classified advertisement department on 01-837 1234 or write to: The Times Educational Supplement, Classified Advertisement Department, PO Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

THE TIMES
Educational Supplement

The TES Goes To Work

THE TES NOW PROVIDES ON ITS "SCHOOL TO WORK" PAGE EACH WEEK, SPECIALIST NEWS COVERAGE OF THE DEVELOPING —AND CONTROVERSIAL— RELATIONSHIP BETWEEN EDUCATION AND INDUSTRY AND THE TRANSITION FROM SCHOOL TO WORK.

Industry and education need to know about each other. They also need to keep tabs on the rapidly growing activities of the agencies and organizations, public and voluntary, that deal with young people.

The "School to Work" page supplements the attention being paid throughout the paper to the needs and interest of industrial trainers, careers specialists, youth workers, and all those concerned with equipping the young for full adult role.

The Times Educational Supplement's coverage of education has always been broad, and it has regarded industrial training and youth affairs as part of its field. In the past two years the growing national and professional concern has been reflected in the increased space and prominence given throughout the paper to these matters. The most important developments and initiatives by central government and others, such as the new national programme for school leavers, are often disclosed or foreshadowed in the TES before you can learn about them from any other source.

the weekly for news about education at all levels—including vocational training.

newsagents on Fridays price 25p.

THE TIMES
Educational
Supplement

COLLEGES OF FURTHER EDUCATION
continued

LONDON

Required immediately, LECTURER in ECONOMICS for the Institute of Bankers' Diploma.

Apply: Broadwater College of Banking, Kings Head Yard, 45 Borough High Street, London SE1 1NA. Telephone: 01-407 4866.

LONDON, E.C.1

CITY COMMERCIAL COLLEGE

Additional full-time/part-time staff required urgently.

SCIENCE SUBJECTS, ECONOMICS/LAW/ACCOUNTANCY, BANKING, BUSINESS STUDIES, MARKETING, to G.C.E. and Professional Institute Examinations.

Write with curriculum vitae to the Registrar, City Commercial College, 78, 80 St. John Street, London, E.C.1.

MANCHESTER (City of)

EDUCATION COMMITTEE
ABRAHAM MOSS CENTRE
OPEN COLLEGE
DEPARTMENT OF GENERAL AND BUSINESS STUDIES

Required for January 1981:

LECTURER, Grade 1, for PHYSICS, to teach up to G.C.E. "A" level, mainly to full-time college students.

LECTURER, Grade 1, for BUSINESS STUDIES, to teach mainly on B.E.C. courses (both General and National level). Preference will be given to candidates who can also offer at least one subject to G.C.E. "A" level.

Further details and application forms from the Senior Administrative Officer, Abraham Moss Centre, Crescent Road, Manchester M8 6UH (061-740 1491).

Closing date Wednesday, October 15, 1980.

NEWCASTLE upon Tyne

(City of)
EDUCATION COMMITTEE
COLLEGE OF ARTS AND TECHNOLOGY
SCHOOL OF MUSIC

Applications are invited for the following post, duties to commence January 1, 1981.

LECTURER Grade 1 in MUSIC

To join a team of 13 specialists teaching at all levels to Diploma and Degree.

Applicants should be graduates and able to specialise in theoretical studies. Ability to assist with instrumental teaching (particularly a stringed instrument) will be an additional recommendation.

Salary Scale: £4,683 to £8,055

Full details and application forms (which must be returned by October 22, 1980) can be obtained from the Principal, College of Arts and Technology, Maple Terrace, Newcastle upon Tyne, NE4 7SA.

NORFOLK

COUNTY COUNCIL
NORWICH CITY COLLEGE OF FURTHER AND HIGHER EDUCATION
Ref: HCS 1
LECTURER I IN HEALTH AND RELATED STUDIES

Applications are invited from State Registered Nurses for the above post. Candidates should be Registered Nurse Tutors or Health Visitors and the possession of a university degree or equivalent in a relevant discipline would be an advantage. The person appointed will be expected to contribute to a range of established health and community service courses.

Further particulars and an application form may be obtained by sending a large stamped addressed envelope to the Chief Administrative Officer, Norwich City College of Further and Higher Education, Ipswich Road, Norwich NR2 2LJ, within 21 days of the appearance of this advertisement.

NORFOLK

COUNTY COUNCIL
EDUCATION DEPARTMENT

NORFOLK COLLEGE OF ART AND TECHNOLOGY

LECTURER GRADE I
RECEPTION AND FOOD SERVICE

Applications are invited for the post of Lecturer I to teach aspects of Food Service and of Reception to full-time students on Hotel Reception and Catering courses leading to City and Guilds Certificates.

Applicants should have appropriate qualifications and trade experience.

Duties to commence on 1st January, 1981.

Salary scale £4,683 to £8,055 per annum in accordance with the current Burnham Scale.

Application forms and further details obtainable from the Chief Administrative Officer at the College, Tennyson Avenue, King's Lynn, Norfolk, on receipt of request and stamp for reply.

NORTHAMPTONSHIRE

NORTHAMPTON COLLEGE OF FURTHER EDUCATION

St. Gregory's Road
Booth Lane South, Northampton
NN3 3RF
Telephone No. (0604) 403322

LECTURER I IN ENGLISH

Temporary post 5.1.81 to 31.8.81.

Applicants should be prepared to teach B.E.C. "People and Communications" and a range of G.C.E. and Business Studies courses.

Application form and further particulars from the Principal.

NOTTINGHAMSHIRE

COUNTY COUNCIL

CLARENDON COLLEGE OF FURTHER EDUCATION

LECTURER (Grade I) IN BUSINESS STUDIES
£4,683 to £8,055

Required from January 1, 1981, or as soon as possible thereafter to teach Accounts and Economics across a wide range of courses up to and including Professional Foundation level. The ability to assist with the teaching of Computer Studies would be an advantage. Applicants should be academically and professionally qualified and preferably should possess teaching qualifications and/or experience.

Entry point on the salary scale according to qualifications and experience.

Application forms and further particulars are available from the Principal of the College, Pelham Avenue, Nottingham NG5 1AL. Telephone: Nottingham (0602) 607201. Closing date: October 24, 1980.

RICHMOND UPON THAMES

(London Borough of)

RICHMOND ADULT COLLEGE
Parkshot Main Centre,
Parkshot, Richmond,
Surrey TW9 2RE

Telephone: 01-940 5278 and 0170

Principal:
Mrs Margery Leslie, B.A.

Required from 1st January, 1981, a LECTURER II in CHARGE OF OFFICE SKILLS Section.

The person appointed will be a member of the full-time staff of the College, which is one of the leading Adult Education Centres in the country. Applications are invited from suitably qualified persons with knowledge of, and experience in, both Adult Education and Office Skills.

Application Forms from the Principal, to be returned within two weeks of this advertisement.

ROTHERHAM

(Metropolitan Borough of)

DEPARTMENT OF EDUCATION
ROTHERHAM COLLEGE OF TECHNOLOGY

DEPARTMENT OF ELECTRICAL ENGINEERING

Required for January 1, 1981:
LECTURER IN ELECTRONICS—L.II

To teach computer and microprocessor applications and industrial electronics to Higher Certificate level.

Salary: £6,012 to £9,702 per annum.

Closing date: October 22, 1980.

Applications by letter, giving full personal details and information on qualifications, experience and salary, together with the names and addresses of two referees, should be sent to the Director of Education, Education Office, Rawmarsh Road, Rotherham S60 1QT.

H. W. Ellis, Director of Personnel Resources.

SANDWELL

(Metropolitan Borough of)

WARLEY COLLEGE OF TECHNOLOGY

Principal, J. W. Longden, M.Sc., C.Eng., M.I.Mech.E., A.M.B.I.M.

SENIOR LECTURER IN ELECTRICAL ENGINEERING
Post No. A/12/80/CT

To be responsible for heading and directing the work of the electrical and electronics section, covering electrical installation work, electronics and T.E.C. electrical engineering programmes and to teach electrical engineering on H.N.D. courses.

Senior Lecturer salary scale, £8,982 to £10,839 in four increments—bar £10,917 to £11,295 per annum in two increments in cases where work reaches a sufficiently advanced level.

Sandwell council is an equal opportunity employer and vacancies are open to both sexes, all races and to registered disabled people.

Applications are now invited for the above post to commence duties on January 1, 1981.

Application forms and further details (quoting post number) may be obtained from the Principal, Warley College of Technology, Crocketts Lane, Smethwick, Warley, West Midlands B66 3BU. Tel. no. 021-558 4121, ext. 3.

Closing date: midday Tuesday, October 21, 1980.

SHROPSHIRE

EDUCATION COMMITTEE
SHREWSBURY COLLEGE OF ARTS AND TECHNOLOGY
Telephone: Shrewsbury 51544
LECTURER I for RECEPTION and OFFICE STUDIES

Required as soon as possible.

Appropriate qualifications essential, hotel and/or other reception experience necessary, teaching experience and teaching qualification desirable.

Application forms and further particulars from: The Principal, Shrewsbury College of Arts and Technology, London Road, Shrewsbury, SY2 6PR.

SOLIHULL

COLLEGE OF TECHNOLOGY
Blossomfield Road, Solihull,
B91 1SB

Required January 1, 1981:—
LECTURER I in PHYSICAL EDUCATION to specialise in Girls' Games.

Further details and application forms from Principal on receipt of S.A.E.

SOMERSET

FURTHER EDUCATION

YEOVIL COLLEGE
Yeovil

For January, 1981, or sooner if possible, LECTURER, Grade I, teach SOCIAL and LIFE SKILLS to both lower-ability students involved in courses sponsored by M.S.C., and full-time students at the above college.

Applicants will be required to show evidence of an imaginative approach to the development of social and life skills together with an understanding of the demands of disadvantaged youngsters.

Application form and details (S.A.E.) from the Director of Resources, Yeovil College, Ilchester Road, Yeovil.

Closing date: October 29, 1980.

SOUTH DEVON

TECHNICAL COLLEGE
Torquay

Required immediately:

1. LECTURER I IN MACHINE SHOP ENGINEERING.

To teach mainly on the First-Year E.I.T.B. 48 week Off-the-Job Integrated course, together with other education and training courses.

Applicants should be trained teachers, with varied and successful industrial experience. Basic Welding and/or Sheetmetal Work experience an additional advantage.

2. LECTURER I IN ACCOUNTING/COSTING TO THE HOTEL AND CATERING INDUSTRY

To teach aspects of costing and accounts to O.N.D., Craft and possibly H.N.D. level students.

Ability to offer some legal aspects and/or economics would be advantageous. Candidates should be appropriately qualified.

Salary scale (for both vacancies): Lecturer I—Burnham F.E. Report: £4,683 to £8,055 per annum (placing on scale according to qualifications and experience.)

Full details and application forms (S.A.E. please), returnable by Friday, October 24, 1980, from the Principal, South Devon Technical College, Newton Road, Torquay TQ2 5BY.

TAMESIDE

COLLEGE OF TECHNOLOGY

FACULTY OF ENGINEERING

LECTURER I to teach MOTOR VEHICLE SUBJECTS in City and Guilds and TEC courses required for January 1 1981. Applicants should have appropriate City and Guilds qualifications and practical experience in the motor vehicle repair industry in either the light or heavy vehicle sectors.

DEPARTMENT IN LIBERAL STUDIES

LECTURER I in PHYSICAL EDUCATION required to assist in teaching and organising the programme for physical education in the new sports complex of the college. An ability to teach squash is required.

Application forms and further details for the above posts are available from the Principal, Tameside College of Technology, Beaufort Road, Ashton-under-Lyne OL6 6NX, to whom completed forms of application should be returned within 15 days of the appearance of this advertisement. Ref. TE 2/40/TES.

WALTHAM FOREST

(London Borough of)
WALTHAM FOREST COLLEGE
DEPARTMENT OF BUSINESS ADMINISTRATION
LECTURER I IN SECRETARIAL AND OFFICE SKILLS

To teach skills and office subjects on courses from B.E.C. General to R.S.A. Personal Assistants.

Salary: Lecturer Grade I from £5,181 to £8,553 (inclusive).

Application forms and further details available from the Personnel Services Officer, Waltham Forest College, Forest Road, London E17 4JB. Tel. no. 01-527 2311, ext. 259.

Closing date October 24, 1980. Post tenable from January 1, 1981.

WILTSHIRE

WILTSHIRE COLLEGES
CHIPPENHAM TECHNICAL COLLEGE
Cocklebury Road, Chippenham,
Wiltshire SN15 3QD
DEPARTMENT OF BUSINESS STUDIES

LECTURER I in SECRETARIAL SKILLS with ability to offer additional subjects such as Commerce, Bookkeeping or Office Practice.

DEPARTMENT OF CREATIVE ARTS AND COMMUNICATION STUDIES

LECTURER I required to teach COMMUNICATIONS and GENERAL STUDIES to Technician and Craft Apprentices and on Youth Opportunity Schemes.

Both posts for appointment for January, 1981, or earlier if possible.

Application forms and further details from the Clerk to the Governors at the College (telephone: 50501 extension 27).

WIRRAL

(Metropolitan Borough of)

CARLETT PARK COLLEGE OF TECHNOLOGY
Eastham, Wirral,
Merseyside, L62 0AY

LECTURER I
SOCIAL AND LIFE SKILLS

A one-year temporary appointment to teach physically handicapped young persons in the 16-25 years age group.

Closing date October 25, 1980. Particulars and forms available from the college upon receipt of stamped addressed foolscap envelope.

Universities

COVENTRY

UNIVERSITY OF WARWICK

RESEARCH ASSOCIATE
in
MATHEMATICS EDUCATION

Applications are invited for a post of Research Associate to Professor R. R. Skemp for a period of three years beginning October 1, 1981. The project involves the application of a new model of intelligence to the teaching of mathematics in primary schools, and is closely linked with the in-service education of teachers. Salary will be in Research Range IB scale £4,795 to £6,985 pa (under review).

Further particulars and application forms from the Academic Registrar, University of Warwick, Coventry CV4 7AL, quoting reference number 6/2A/80/13. Closing date for receipt of applications is October 31, 1980.

NEW ZEALAND

MASSEY UNIVERSITY
Palmerston North

LECTURER, SENIOR LECTURER IN STATISTICS

The Department of Mathematics and Statistics has a vacancy for an established position as Lecturer or Senior Lecturer in Statistics. A higher degree in Mathematics or Statistics together with research or advisory experience in Statistics is required. Preference may be given to applicants with an interest in industry or social science. The appointee would be expected to teach courses at all levels including extramural (correspondence) courses and to take part in consulting and research.

Salary: Senior Lecturer, NZ$19,846 to $22,710; Lecturer, NZ$15,758 to $19,350.

Further details of the position, together with the conditions of appointment may be obtained from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, or from the Registrar of the University.

Applications close on October 31, 1980.

NORWICH

UNIVERSITY OF EAST ANGLIA

Applications are invited for the post of ASSISTANT DIRECTOR OF PHYSICAL RECREATION to be responsible primarily for the sport welfare of women students. The appointment will be from the earliest date possible by arrangement to July, 1981. The salary will be at a point on the scale £4,795 to £9,808 per annum according to qualifications and experience.

Applications (one copy only) giving full particulars of age, qualifications and experience, together with the names and addresses of three persons to whom reference may be made, should be lodged with the Establishment Officer, University of East Anglia, Norwich NR4 7TJ (telephone 0603 56161 extension 2126) from whom further particulars may be obtained, not later than October 17, 1980.

No forms of application are issued. In naming three referees you are particularly requested to give only the names of those who can immediately be approached.

WARWICK

THE UNIVERSITY

TELEVISION ENGINEERS

Two experienced TELEVISION ENGINEERS to share responsibility for the maintenance and repair of high quality equipment in use in the Audio-Visual Centre's two studios, as members of a team providing television production, off-air recording and videotape playback facilities.

Qualifications to HND/HNC or Advanced City and Guilds is desirable and previous experience of similar work or domestic radio and TV servicing would be an advantage. Salary at an appropriate point on the Technician Grade 4 scale: £5,451 to £6,097 per annum (under review) depending on age, qualifications and experience.

Application by letter quoting Ref.: 9/2A/80 giving full background details and the names of two referees, one of whom should preferably be the applicant's current employer, to the Personnel Office, University of Warwick, Coventry CV4 7AL by 17th October, 1980.

UNIVERSITY APPOINTMENTS

are also advertised in
THE TIMES LITERARY SUPPLEMENT

With the world-wide academic readership the TLS—which is read in 87 countries every week—provides a first-class medium for advertising University Appointments, especially in the Arts and the Humanities. Rates 85p a line (minimum £2.55), £5.70 a single column centimetre display. To book advertisement space please contact Miss Marie Corbett, Classified Advertisement Department, The Times Literary Supplement, PO Box 7, New Printing House Square, Gray's Inn Road WC1X 8EZ. Telephone 01-837 1234, extension 437.

Colleges of Higher Education

BIRMINGHAM

WESTHILL COLLEGE
Selly Oak, Birmingham B29 6LL
Principal Alan G. Bamford, JP, MEd, FRSA
LECTURER II IN EDUCATION (SPECIAL EDUCATION)

Applications are invited for appointment as LECTURER II IN EDUCATION with special reference to the education of severely mentally handicapped children. The successful candidate will be a member of a team of five who have responsibility for the initial training courses (i.e. Main Subject Course in Mental Subnormality in BEd), a full-time advanced Diploma course for qualified teachers, and in-service courses, including a part-time BEd course and a part-time Diploma course. Candidates should have good academic qualifications in the appropriate field of special education or psychology, experience of severely mentally handicapped children and, possibly, some experience of Drama. It is hoped to make an appointment with effect from January 1, 1981, or as soon as possible thereafter.

Applications should be made as soon as possible to the Principal, from whom further information about the post and the form of application may be obtained. Salary will be according to LII Grade of the Burnham FE Scales.

Closing date for receipt of applications, October 24, 1980.

EALING

(London Borough of)
EALING COLLEGE OF HIGHER EDUCATION
LECTURER I IN FASHION DESIGN

Applications are invited for the above post. The successful candidate will be expected to teach on both the T.E.C. Diploma in Vocational Design and the College Higher Diploma in Design, and will also be expected to fully participate in the administration and development of these courses. Candidates should possess relevant industrial and previous teaching experience. A knowledge of DATEC would be an advantage.

Salary: Lecturer I, £5,442 to £8,814 per annum inclusive of London Weighting.

Application forms and further details from the Chief Administrative Officer (TD), Ealing College of Higher Education, St. Mary's Road, London W5 5RF (Telephone: 01-579 4111, ext. 230).

Closing date: October 22, 1980.

KENT

COUNTY COUNCIL
EDUCATION COMMITTEE
MID-KENT COLLEGE OF HIGHER AND FURTHER EDUCATION
DEPARTMENT OF BUILDING AND CIVIL ENGINEERING
LECTURER GRADE I in PLUMBING/GAS FITTING

Applicants for this post must possess at least the Advanced Craft Certificate in Plumbing or Gas Fitting, and/or the full Technological Certificate of the City and Guilds of London Institute. Good industrial experience essential. Previous teaching experience is desirable.

Salary scale: £4,683 to £8,030.

Application forms and further details available from the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent, to whom completed forms should be returned by October 24, 1980.

Adult Education

HILLINGDON

(London Borough of)

COLEHAM GREEN ADULT TRAINING CENTRE
West Drayton, Middlesex

Due to the promotion of the present teacher, a post (Scale 2) is vacant at Coleham Green Adult Training Centre.

The teacher appointed will be attached to Moorcroft School (E.S.N.(S.)) and will teach for one day a week in the school. Teaching on the remaining four days a week will be divided between the main adult training centre, and the advanced workshop, which is located on the same site as the E.S.N.(S.) school.

The post affords an opportunity for a teacher in Special Education to obtain a range of experience with young people and adults.

London Allowance and Special Schools Allowance payable.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Telephone: Uxbridge 50467) to whom they should be returned as soon as possible and not later than October 17, 1980.

SCHOOLMASTER/MISTRESS

FELLOW COMMONERSHIP

Applications are invited from a schoolmaster or schoolmistress to hold a Fellow Commonership for the school summer term of 1981.

The aim of the Commonership is to give the schoolmaster/mistress leisure for thought and study in his/her subject and the opportunity to see, at close quarters, what is now going on in Cambridge and to help university teachers to understand the problems faced by schools. The successful applicant will be expected to submit a short report on his/her activities of the term by the end of September 1981.

Applications, giving a curriculum vitae, a statement by the candidate of the study he/she wishes to undertake and two confidential testimonials, at least one of which must be from someone able to give an account of the applicant's record as a teacher, should be sent to the Secretary to the Council, Girton College, Cambridge CB3 0JG, *not later than 15th November 1980.*

Athrofa Gogledd-dd Cymru
The North E Wales Institute
of higher education

CARTREFLE COLLEGE CEFN ROAD, WREXHAM

LECTURER II IN SOCIAL WORK

The Institute wishes to appoint a Lecturer in social work to share in the duties of a busy section covering teaching in Social Work to C.Q.S.W., C.S.S., I.S.S. and P.C.S.C. courses.

The successful applicant will be a Graduate holding C.Q.S.W. or recognised professional equivalent, ideally with experience in psychiatric or medical social work. An interest in community work and therapeutic group work would be an advantage, as would some experience of teaching, and student supervision. Exact duties would be worked out in the light of the applicant's skills and interests, but a considerable proportion of the work would lie with C.Q.S.W., and he/she could expect to play an important role in the development of the section's work.

Further details and application forms may be obtained from the Institute Registrar, The Coach House, Kelsterton Road, Flint. Telephone: Deeside 816236. Closing date for receipt of applications ***within 14 days of the appearance of this advertisement.***

ADULT EDUCATION
Appointments continued

LIVERPOOL

DEVELOPMENT OFFICER FOR ADULT BASIC EDUCATION

To work in concert with the Authority's Adult and Further Education staff in the development of a wide range of adult basic education programmes, including literacy, numeracy and "life skills".

Salary scale: Burnham F.E. Lecturer II (£6,012 to £9,702).

Further details and application forms from the Director of Education (Community Education Section), 14 Sir Thomas Street, Liverpool L1 6BJ, to whom forms should be returned as soon as possible.

Assessment Centres

CITY OF SALFORD

EDUCATION DEPARTMENT

PARK HOUSE OBSERVATION AND ASSESSMENT CENTRE
Barton Moss Road, Eccles
Manchester

Re-advertisement

Required from 1st January, 1981, or earlier for this newly opened purpose-built Category "B" Assessment Centre.

ASSISTANT TEACHER
Scale 1 plus Special Schools Allowance.

The successful applicant must be qualified and experienced.

ENCOMBE PLACE INTERMEDIATE TREATMENT CENTRE
Encombe Place, Salford 3

Re-advertisement

Required from 1st January, 1981, or earlier :—

ASSISTANT TEACHER

The successful applicant must be qualified and experienced for the education of 25 adolescents who attend on a daily basis at this Social Services Intermediate Treatment Centre. The ability to work as part of a multi-disciplinary team is essential.

Please forward S.A.E. for application form and further particulars to the Chief Education Officer, Education Department, Chapel Street, Salford M3 5LT, to whom completed applications should be returned within seven days of the appearance of this advertisement. Previous applicants who wish to be reconsidered should notify the Chief Education Officer in writing

Youth and Community Service

BUCKINGHAMSHIRE
COUNTY COUNCIL
WINSLOW CENTRE
HEAD OF COMMUNITY EDUCATION

The appointment offers an interesting opportunity for the development of integrated Youth and Community work within the rural area of Winslow, based at the centre situated on the campus of Winslow County Secondary School, near Aylesbury. Applicants should be qualified and experienced Youth and Community workers and teachers.

Salary on Burnham F.E. Lecturer II (£6,012 to £9,702 per annum).

Removal expenses paid in approved cases.

Application forms and further details from the Headmaster, Winslow County Secondary School, Park Road, Winslow, Bucks MK18 3DN, on receipt of S.A.E.

CAMBRIDGESHIRE
HUNTINGDON AREA
SAWTRY VILLAGE COLLEGE
Fen Lane, Sawtry
SENIOR COMMUNITY EDUCATION TUTOR
(Further Education Lecturer 2)

Applications are invited from persons with suitable qualifications and experience for this post to be responsible, under the Warden, for all aspects of community education in Sawtry and the surrounding area.

Ancillary assistance of 3½ hours per week throughout the year is provided.

Applications by letter to the Warden at the College by October 20 (S.A.E. for further details).

COVENTRY (City of)
JUBILEE CRESCENT COMMUNITY SERVICE CENTRE
WARDEN
[illegible] to £9,072 per annum

Applications are invited from suitably qualified and experienced persons for the post of full-time Warden at Jubilee Crescent Community Service Centre. The post provides an excellent opportunity for a person of initiative and enterprise to assist in the development of community relationships and work with other services using the building. The centre, which is purpose built, houses a number of services operated by the authority.

Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry. Telephone: Coventry 25555, ext. 2203. (Returnable within 14 days of the appearance of this advertisement.)

CUMBRIA
COUNTY COUNCIL
AREA YOUTH WORKER
Carlisle/Longtown

Applications are invited from persons experienced in youth work for the above post which covers both rural and urban areas to commence as soon as possible. The person appointed will be based in the civic centre, Carlisle, and responsibility will be to the Director of Education through the Community Education Advisor for North East Division of Cumbria.

Salary in accordance with the current report of the joint negotiating committee for youth workers and community centre wardens, range 3, points 1-5, £6,270 to £7,050, and carries an essential car user allowance.

Application form and further details from the Director of Education, 5 Portland Square, Carlisle, to whom completed forms should be returned within two weeks of this advertisement.

DURHAM
COUNTY COUNCIL
EDUCATION DEPARTMENT
HORDEN YOUTH CLUB

Applications are invited for suitably qualified persons for the post of:—

FULL-TIME LEADER-IN-CHARGE
J.N.C. Range 3, £6,270 to £7,050

Stamped addressed envelope for further details and application form, returnable by 27th October, 1980, from the Director of Education, P.O. Box, County Hall, Durham, DH1 5UJ.

HERTFORDSHIRE
COUNTY COUNCIL
YOUTH AND COMMUNITY WORKER
LETCHWORTH YOUTH CLUB

Salary J.N.C. range 3B, £6,489 to £7,272.

Experienced and qualified person required who will display initiative and bring new ideas to continue the development of provision at an established purpose built Centre.

Full details and application forms from Head of Department, Youth and Community Work, North Herts College, Cambridge Road, Hitchin, Herts (Hitchin 2351).

Closing date two weeks after the appearance of this advertisement.

LONDON

INNER LONDON EDUCATION AUTHORITY

GEORGE GREEN YOUTH CENTRE

Applications are invited from qualified TEACHERS with youth work experience for the post of TUTOR WARDEN in the Authority's George Green's Centre on the Isle of Dogs.

This post represents an opportunity for participation in a cooperative partnership between a long established school, the Youth Service, Lansbury Adult Education Institute, and the London Borough of Tower Hamlets. The successful applicants will be in a position to develop further the recreation and leisure provision within a stimulating educational and social context.

Burnham (F.E.) Lecturer Grade II salary scale: £6,012 to £9,702, plus £759 London allowance (both figures are subject to formal approval).

Assistance may be given towards household removal expenses.

Details and forms returnable by October 24, 1980, from the Education Officer (EO/E.S.), The County Hall, London SE1 7PB (stamped addressed foolscap envelope).

WEST SUSSEX
GOSSOPS GREEN YOUTH CENTRE
Crawley

Qualified and experienced YOUTH WORKER required December, 1980, for purpose-built, well-equipped Neighbourhood Centre with membership of 300 and adequate part-time and voluntary staff.

Salary, J.N.C. Grade II: £5,067 to £5,459 plus E. Allowance £313.

Closing date, October 31, 1980.

Details and form from N.E. Area Education Office, Goffs Park House, Horsham Road, Crawley, Sussex

Overseas Appointments

ARGENTINA
ST. ANDREW'S SCOTS SCHOOL
Buenos Aires
(Co-ed. 6-18 yrs)
HEAD OF DEPARTMENT OF MATHS AND COMPUTER SCIENCE

required for March, 1981. Ability to teach Science and coach Rugby an advantage. Excellent conditions and benefits. Interviews in London within 2 weeks.

Please send curriculum vitae and letter of application immediately to Mrs J. Longworth, Gabbitas-Thring Services Ltd, 6, 7 & 8 Sackville Street, London W.1. Tel: 01-734 0161.

Could you be a teacher with a difference?

As a male or female Officer with the Royal Army Educational Corps, you will be offered more variety and responsibility than in most civilian teaching jobs.

During your first three years, your students may be Corporals and Sergeants studying for their promotion examinations.

Alternatively you may be teaching young Soldiers: teenagers away from home for the first time.

To improve their self-confidence and the Army's efficiency, we send them on Outward Bound courses and encourage them to sit GCE, ONC and City & Guilds exams.

Later on in your Army Career, you could serve on the academic staff at the Royal Military College of Science at Shrivenham or the Royal Military Academy, Sandhurst: other appointments are in Officer Education, language training or as a training adviser.

You could give career guidance and resettlement training to Officers and Soldiers leaving the Army.

You will also be given every opportunity to improve your own professional qualifications up to postgraduate level.

A teacher and an Officer.

Although we accept that your main interest is in education, we'll expect you to warm to the idea of also being an Army Officer.

After training, you will receive a commission with the same opportunities for promotion and the same levels of pay as any other Army Officer. Starting salary will be between £4964 and £7866 depending on your qualifications and experience.

Male and female teachers.

We'd like to hear from men and women who are aged under 30 and are medically fit. They will be qualified teachers or graduates or at present studying at college or university.

If you like, we can arrange for you to visit a unit near your home. It's not a commitment but a chance to get a clearer picture of Army life.

You may first want further information on pay, promotion and how to apply. A booklet covering these and many other questions can be obtained by writing to Lt.Col. C. C. Baker, BSc, RAEC, Recruiting Staff, (Dept. F10), RAEC Centre, Wilton Park, Beaconsfield, Bucks HP9 2RP.

Army Officer

The Leverhulme Trust

RESEARCH AWARDS ADVISORY COMMITTEE

INDIVIDUAL AWARDS FOR 1981

RESEARCH FELLOWSHIPS AND GRANTS

Awards of up to £4,000 to senior persons pursuing their own investigations (but not for higher degrees or equivalent).

Awards tenable for 3 months to 2 years. No subject of enquiry excluded.

Applicants must have been educated in the U.K. or other part of the Commonwealth and be normally resident in the U.K.

Closing date for applications (Form F/2D): 1st December 1980.

EMERITUS FELLOWSHIPS

Awards of up to £3,000 a year for 1 or 2 years to persons who have recently reached or are about to reach retirement age to enable them to complete research.

Applicants must have held academic positions in universities or other institutions of similar status in the U.K.

Closing date for applications (Form F/8D): 1st December 1980.

Application forms and further information from The Secretary, Research Awards Advisory Committee, The Leverhulme Trust, 15-19 New Fetter Lane, London EC4A 1NR. Telephone: 01-822 6952.

EDGEHILL COLLEGE

BIDEFORD
NORTH DEVON

The Board of Management for Methodist Residential Schools and the Governing Body of the College invite applications for the Headship for April 1981, or later by agreement. The College is a direct grant girls' school reverting to independence.

Particulars of the post may be obtained from the Secretary, Board of Management for Methodist Residential Schools, 25 Marylebone Road, London NW1 5JP.

The closing date for applications is 31 October 1980.

GWENT COLLEGE OF HIGHER EDUCATION

Faculty of Science and Technology

READER IN MICROELECTRONICS

to develop industrial consultancy/research projects and educational and training courses.
Salary: £10,509-£13,245.

SENIOR LECTURER/L. II IN MICROPROCESSOR APPLICATIONS

to play a major role in developing courses and participating in industrial consultancy.
Salary: £8,952-£10,539 (bar) £11,295.

LECTURER II IN INSTRUMENTATION

for courses in industrial measurement and control systems. An interest in microprocessor applications is desirable.
Salary: £6,012-£9,702.

Application forms and further particulars obtainable from Principal Administrative Officer, Gwent College of Higher Education, College Crescent, Caerleon, Gwent NP6 1XJ. Tel. (0633) 421292.

Enquiries may be made to:- D. T. Rees, Tel. Newport (0633) 51525 ext. 23.

SURREY
COUNTY COUNCIL

EDUCATION DEPT., NORTHERN AREA
Education Service at H.M. Remand Centre
Latchmere House, Ham Common, Richmond

Deputy Education Officer

An experienced teacher is required to teach boys of the 14-21 year old range, and, on occasion, to deputise for the Education Officer. Salary in accordance with Burnham Lecturer 2 (£6,012-£9,702 p.a.) plus London Allowance.

Application forms and further details available (SAE please) from the Area Education Officer, 7 Monument Hill, Weybridge.

Closing date 31/10/80.

AYCLIFFE SCHOOL

Second Deputy

(Readvertisement)

Applications are invited from suitably qualified and experienced persons for this post. Aycliffe is the regional centre for the assessment and treatment of disordered youngsters, serving the northern quarter of the country.

The Second Deputy will join a professional, multi-disciplinary team responsible for all aspects of the work of the School and initially work in the Special Unit. There are excellent opportunities for research, training and personal development in a complex, pioneering centre.

The post is residential or, under exceptional circumstances, non-residential. Married or single accommodation is available at the national rates. Salary scale £8,748 to £10,614 p.a.

Applications, giving full details of qualifications and experience and names of three referees should reach the Principal, Aycliffe School, Copelaw, Aycliffe, Co. Durham, not later than 20th October 1980.

SOCIAL SERVICES DEPARTMENT

DEPUTY HEAD

(JNC Group 3) £8,748-£10,614 inclusive

Following promotion, a Deputy Head is required for Clavering House, a multi-disciplinary C.H.(E) providing remand, observation and assessment, medium term treatment, and secure intensive care facilities for boys and girls between 10-years to 18 years of age from No. 1 Region.

The successful candidate will need to hold a recognised social work or teaching qualification, and be able to demonstrate considerable management skills, especially in staff support and training, together with comprehensive experience in a residential setting dealing with difficult and disturbed children. He or she should also be conversant with assessment techniques, using educational and personality tests, etc., and enthusiastic about developing day and peripatetic assessment in an attempt to keep children out of residential care whilst maintaining high standards for those who have to be resident.

ited candidates will be expected to spend some e in Clavering House, in informal discussion with h senior and junior staff, before being selected interview.

ee bedroomed semi-detached house with attached age available. Generous resettlement expenses lable in *approved* cases.

rmal enquiries to: E. M. Marsden, Headmaster. Newcastle 446311.

plication forms from and returnable to the Director Social Services, Social Services Department, Civic tre, Newcastle. Tel: 28520, Ext. 6376.

ity of
ewcastle
pon Tyne

IAL SERVICES DEPARTMENT

ale Community Home School

ar Grays, Essex)

ilding and ickwork Teacher Instructor

ry:

er—Burnham Scale 1 plus £960 CH(E) Allowance plus £1,605 EDA Allowance, plus £177 London Fringe Allowance.

ctor—Schedule 9 i.e. £6,218-£6,507 inclusive of EDA Allowance and London Fringe Allowance (Schedule 10 in special cases).

is a vacancy for the above post at this CH(E) ior Boys. Applicants must be either qualified teachers (technical) or substantially qualified and experienced craftsmen. The person appointed will instruct small groups of boys and will be expected to carry out a number of building projects around the 37 acre estate of

uccessful applicant will be expected to undertake verage of fifteen hours per week Extraneous Duties e of the four House Units, for which the standard ent is made.

ished accommodation may be available, but residence on the campus is not a condition of service.

Principal of Ardale, Mr. M. O. Mayers, will be pleased cuss the post by telephone (0375 32371), or letter, rrange informal visits with interested applicants.

ation forms are available from the Director of Services, London Borough of Newham, 99 The , Stratford, London E15 1HR. Telephone No. 01-534 Ext. 238.

LONDON
BOROUGH OF
NEWHAM

YOUTH HOSTELS ASSOCIATION

The Association has a vacancy for a LEADERS' ORGANISER to work primarily in the ILEA area. Duties are interesting and varied and include the recruitment and training of volunteers to lead parties of young people on hostelling trips, and giving talks to school children and other groups in order to stimulate an interest in the countryside through the experience of hostelling. The ability to drive is essential.

Salary on incremental scale £3,975 to £5,080 per annum, plus car allowance.

For further details and application form write to:

National Secretary, Youth Hostels Association, Trevelyan House, St. Albans, Herts. AL1 2DY,

or telephone Roger Clarke on St. Albans 55215.

YOUTH SERVICE

Senior Youth Tutor/Leader

(Southall Area)

Salary: (JNC Range 4): £8,670-£9,588 per annum inclusive

Applicants should be well qualified Youth and Community workers with considerable experience.

We are also seeking a YOUTH TUTOR/LEADER to join another area team. The post will be graded JNC range 2 or 3: £5,826-£8,196 (depending on experience).

Subject to conditions the Council offer 100% removal expenses, and 50% legal and other fees (up to a maximum payment of £750) plus lodging allowance in appropriate cases.

For further details and application forms please telephone 01-579 2424 Ext. 2614 (out of hours Ansafone service 01-840 1995), or write to the Chief Education Officer, Hadley House, 79/81 Uxbridge Road, London W5 5SU.

Closing date: 24.10.80.

Ealing
London Borough

Brent Health District

Two posts in a 'special needs' setting

1. SENIOR TEACHER/SUPERVISOR
2. TEACHER/SUPERVISOR

Kingsbury Adult Training Centre, Kingsbury Hospital, London, NW9

Due to the expansion of our Day Therapy Unit, we are looking for two imaginative and resourceful people to work as part of a team, meeting the needs of a small group of profoundly mentally handicapped young adults in a hospital setting. The successful candidates will be responsible to the Manager and Deputy for regular evaluation assessment and progress reports. The Senior Teacher/Supervisor will be expected to take charge of the department.

Kingsbury is a 70-bedded hospital set in pleasant grounds, yet within a short distance of Central London. Temporary single accommodation can be offered.

Salaries

1. *Senior Teacher/Supervisor £4,100-£5,100 plus £527 London Weighting.*
2. *Teacher/Supervisor £3,550-£4,300 plus £527 London Weighting.*

Five weeks' holiday plus 10 days' bank holiday.

For an informal discussion contact Mr. D. Wintle on 204 2299. For application form contact District Personnel Department, Central Middlesex Hospital, Acton Lane, London NW10 7NS. Telephone 965 5733, ext. 667.

BRENT & HARROW AREA HEALTH AUTHORITY

Youth and Community Service

Centre Manager

Whittingham Youth Centre, Walthamstow, London E17

A recognised professional qualification in Youth and Community Work will be an essential requirement. Teachers with suitable experience relative to this post will be considered.

Salary in accordance with Burnham (Further Education) Lecturer 1 Scale, £4,683-£8,055 plus £408 London Weighting. Starting salary will be determined by the age, qualifications and relevant experience of the successful applicant.

For further details and an application form, write to the Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ. (Telephone enquiries 01-539 3650 Ext. 202). Closing date for receipt of applications: Friday, 31st October, 1980. This post is open to both men and women.

Waltham
Forest

METROPOLITAN BOROUGH OF

Rochdale

Education Department

YOUTH AND COMMUNITY SERVICE

Applications are invited from suitably qualified and experienced persons for the following new posts to be filled with effect from 1st January 1981,:—

ASSISTANT YOUTH AND COMMUNITY SERVICE OFFICER

Salary Soulbury Main Range for Youth and Community Service Officers Scale V (Pts 5-9) £9,342/£10,344.
The postholder will be required to assist in the general management and development of the Youth and Community Service through a team approach in the Metropolitan Borough, and will provide specialist support in work with unemployed young people, outdoor pursuits and other designated areas. Essential user car allowance payable.
(Ref. No. E158)

YOUTH AND COMMUNITY WORKER (4 Posts)

Salary JNC range 3 (Pts 1-5) £6,270/£7,050
4 people are required for Professional District Teams, each Worker taking specific responsibility for [illegible] following [illegible]

(a) Alkrington Youth Centre, Middleton—an attractive purpose-built Centre with well established club enjoying good part-time support.
(b) Matthew Moss Youth Centre, Marland, Rochdale—a purpose-built Centre in the school grounds. Good part-time staff support is available.
(c) Hamer Youth Centre, Rochdale—a purpose-built, well established Youth Centre in the grounds of Howarth Cross Middle School. Good part-time staff support is available.
(d) Sparrow Hill Centre, Rochdale—based in the Annexe to the school close to the town centre. In this case the Department is seeking to appoint a person capable of working in a multi-racial community.

(Ref. No. E159)

COMMUNITY EDUCATION TEAM

A new programme of Community provision is being undertaken in the North West District of the Metropolitan Borough. The posts below form part of that development, and offer interesting work in Community Education with scope for innovation:—

COMMUNITY EDUCATION OFFICER

Salary Soulbury Main Range for Youth and Community Service Officers Scale V (Pts 5-9) £9,342/£10,344
A person is required to organise, develop and manage a programme of Community Education in this part of the Borough, and to provide, through the team, support and guidance for community initiatives.
Essential user car allowance payable.
(Ref. No. E160)

NEIGHBOURHOOD WORKER (2 Posts)

Salary JNC range 3 (Pts 1-5) £6,270/£7,050
Applications are invited from persons able to promote and develop Community Education with emphasis on areas of special need on housing estates and in Heywood town centre.
(Ref. No. E161)

DETACHED WORKER

Salary JNC range 3 (Pts 1-5) £6,270/£7,050
As a member of the Community Education team, the appointee will make contact with young people not normally attracted to existing youth groups, and will provide support to a programme of social education.
(Ref. No. E162)

Assistance with removal expenses etc and housing accommodation may be available in appropriate cases.
For informal discussion please ring Graham White, Youth & Community Officer, on Rochdale 521100 extension 3358.
Application forms and further details are obtainable (by quoting the appropriate reference number) from the Chief Personnel Officer, PO Box 66, Municipal Offices, Smith Street, Rochdale, OL16 1XG (telephone Rochdale 47474 extension 662), to be received no later than Wednesday 29th October 1980.

English Teachers overseas

Over £20,000 p.a. tax-free joint income for married couples

Our clients are a major international company in the UK with large contracts in Saudi Arabia which involve the training of Saudi military personnel in various technical functions. A requirement has arisen for the company to provide English-language tuition for the children of Saudi Arabian nationals in schools at various locations in Saudi Arabia.

Since children of both sexes need to be taught, these posts can most satisfactorily be filled by married couples who are both qualified teachers and have experience in teaching English as a foreign language. Salaries offered will be in excess of £10,000 p.a. This provides a very attractive package for a married couple with a joint income in excess of £20,000 p.a. tax-free. Free accommodation, frequent travel paid leave to the UK etc, will be provided.

Applications are invited where both husband and wife hold Teacher's Certificates or PGCE. 3 years' classroom experience in primary and/or secondary schools is required and should include a period in TEFL. Experience of teaching children of foreign nationals would be an advantage.

Interviews will be arranged to suit applicants' convenience as far as possible but initial applications should be made in writing to the address below. Please state any companies to whom your application should not be forwarded.

Mr. S. J. Edwards,
Davis, Gibson Advertising Ltd.,
2/3 Gough Square,
Fleet Street,
London EC4.

Microelectronics in Education Programme

Applications are invited for three posts on the small management team being established to run the Government's Microelectronics in Education Programme, which will consist of a range of coordinated projects commissioned through national bodies, local organisations and individual schools and colleges. All appointments will be for a fixed term, ending on 31 March 1984. Secondment from existing posts will be possible. The Programme Team will operate from offices in Newcastle upon Tyne.

DEPUTY DIRECTOR

Apart from the general role of deputising for the Director of the Programme, the Deputy will have particular responsibility for

—teacher training activities
—initiation and supervision of financial and educational evaluation of projects
—day-to-day administration of the Programme Team's offices.

Applicants will need management and administration skills as well as teaching/lecturing experience and a broad understanding of the impact of microelectronics. Salary on a scale from £9,116 to £11,130 (Programme Manager).

MANAGER (COMPUTING)

To have particular responsibility for projects dealing with

—the development of software
—the development of computer-based learning materials
—computer appreciation in schools.

The Team will look to the Manager (Computing) for technical advice on computing. A requirement of the post will be to visit projects throughout England, Wales and Northern Ireland. Applicants will need both educational and computing experience. Salary on a scale from £7,360 to £9,068 (Administrative Officer).

MANAGER (TECHNOLOGY)

To have particular responsibility for projects dealing with

—the teaching of electronics, control technology and associated topics
—the development of teaching materials dealing with the technology of microelectronics.

The Team will also look to the Manager (Technology) for technical advice on microelectronics. A requirement of the post will be to visit projects throughout England, Wales and Northern Ireland.

Applicants will need both educational and technical experience. Salary on a scale from £4,840 to £7,150 (Administrative Assistant).

Applicants for all three posts may ask for assistance with removal expenses.

[illegible] date for applications (no forms): 31 October.

Full details of all three posts are available from Technical Manager, Council for Educational Technology, 3 Devonshire Street, London

OVERSEAS Appointments continued

SAUDI ARABIA

PRIMARY SCHOOL TEACHER

C. £9,000 tax free

We are urgently seeking an experienced person to teach primary school children whose parents are Saudi Military Personnel.

You will ideally be aged 26 to 35 preferably T.E.F.L. experienced with primary school children having specialized in 8 to 11 year old age bracket.

The contract, single status, is on a one year (renewable) basis with paid block leave accumulated at 15 days per 15 weeks.

Benefits include free accommodation, car, clothing, food and welfare.

Send your curriculum vitae or phone 0602 47654, KTA International Recruitment Ltd., 4 Oxford Street, Nottingham. Ref. LL1017.

ARGENTINA

NORTHLANDS SCHOOL Day School for girls requires, for March 1981, qualified, experienced TEACHER of RELIGIOUS KNOWLEDGE to "O" level.

Passage paid both ways; board, lodging, medical attention provided.

Salary by agreement.

Applications, with full curriculum vitae and copies of two recent testimonials, to: Headmistress, Roma 1210, 1636 Olivos, Argentina.

SWEDEN

TEACH ADULTS IN SWEDEN Kursverksamheten in Uppsala seeks qualified experienced TEACHERS to teach general ENGLISH and E.S.P., to small classes of adults, starting in January. Initial contract of one year. Teachers will work from January until May, and from September to December.

Minimum guaranteed annual salary: 55,000 Swedish crowns, free of Swedish tax.

Applications (no forms) to D. J. Grist, M.A., Kursverksamheten, Box 588, 751 06 Uppsala, Sweden.

Further details will be sent to candidates selected for interview. Interviews to be held in London in November.

ARGENTINA

ST GEORGE'S COLLEGE Greater Buenos Aires (HMC Co-educational Senior and Preparatory School) Required for March 1981 RESIDENT ANGLICAN CHAPLAIN Bachelor or married, preferably 30-40, required to undertake pastoral work and to teach R.E. with one other subject, preferably but not necessarily English. Also some resident duties. Salary according to experience, free of income tax, plus accommodation, food and free education for children. Further details supplied on receipt of application as soon as possible, with full C.V., photograph, names and addresses of 3 referees.

Apply: Headmaster, St George's College, Casilla de Correo, No 2, Quilmes, Argentina.

SWITZERLAND

ST. GEORGE'S SCHOOL FOR GIRLS Has an unexpected vacancy for TEACHER of E.F.L. in January. Temporary or permanent.

Apply with full curriculum vitae to the Principal, stating any other subject offered. Interviews in London early November. St. George's School, 1815 Clarens

SPAIN

T.E.F.L. part-time female TEACHER required for private English school in Valencia, Spain.

A.S.A.P. to June, 1981. Ring 031-588 3845.

CRETE

ENGLISH LANGUAGE TEACHER wanted. Private School. P.O. Box 76, Ballyvagnon, Crete.

GREECE

ENGLISH LANGUAGE TEACHER wanted. Private School. P.O. Box 76, Ballyvagnon, Crete.

MONTESSORI. Pre-school teacher needed to launch Montessori preschool in Sydney, Australia, Feb. '81. Include details of training and experience, with references, as soon as possible: to Roberta De-Jager, c/o 5 Manor Close, Appleford, Oxon OX14 4NZ.

CHRISTIAN TEACHERS needed for schools in Africa and New Guinea. Challenging work. Volunteer terms. Volunteer Missionary Movement, Shenley Lane, London Colney, Herts AL2 1AR. S.A.E. please.

HM INSPECTORS OF SCHOOLS

Secondary Education

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors of Schools in England. HMIs provide a service of professional advice at the Department of Education and Science and normally carry out a general as well as a specialist assignment. Their work primarily involves inspecting and advising educational institutions, but also includes consulting with local education authorities and contributing to in-service training.

Vacancies exist for inspectors specializing in one of the following areas: business studies and economics; English, drama; geography; health education; modern languages (particularly French); religious education, and for those who, whatever their specialist subject, have had experience appropriate to the secondary school curriculum of micro-electronics and electronics systems applications.

Applicants should have appropriate qualifications and substantial teaching experience in the subject they offer, normally in secondary schools or institutions of higher education and should have a lively interest in education and some knowledge of the varieties of current educational practice. Applications would also be welcomed from candidates who have in addition good recent experience of the education and training of teachers. Starting salary, within the range £12,325-£17,506 (higher in London). Higher posts are filled by promotion.

Application forms (to be returned by 7th November, 1980) and further information may be obtained from Miss J. D. Church, Room 10/2, Department of Education and Science, Elizabeth House, 39 York Road, London SE1 7PH, telephone 01-928 9222 extensions 2237 or 2766. Please quote 5/80E.

DEPARTMENT OF EDUCATION AND SCIENCE

KEY ENGLISH LANGUAGE TEACHING SCHEME

The following posts to be filled under the Key English Language Teaching scheme are wholly financed by the British Government as part of Britain's programme of aid to developing countries. Candidates must be UK citizens.

ASSISTANT TEACHER/EXPERT IN ELT

(Egypt)

El Zawia El Hamra Technical Teacher Training School, Cairo.

Duties: To assist the Senior Teacher Expert in the design of a five-year EFL/ESP course for trainee teachers, in the evaluation of the materials and production of final versions, in the training of counterparts to use course and with English upgrading courses for technical staff.

Qualifications: Degree and PGCE (TEFL) and two years' relevant experience.

Salary: £6,472-£7,952 pa. 80 K 39

LECTURER IN ENGLISH LANGUAGE

(Sierra Leone)

Women Teachers' College, Port Loko.

Duties: To assist in preparation of English syllabus for College and in the preparation of English Language programmes for classrooms in primary schools; to participate in in-service courses and lecture to pre-service courses; to train counterpart.

Qualifications: Candidates, preferably women aged 30-45, must have degree plus PGCE and MA in Applied Linguistics or one-year post-graduate TEFL Diploma and at least five years' relevant overseas experience. Experience in primary school or primary teacher training sector overseas is essential.

Salary: £8,692-£10,187 pa. 80 K 1

LECTURER IN ESP METHODOLOGY

(Syria)

University of Damascus.

This is the Senior of two new posts designed to assist in establishing a Centre for teaching English for Specific Purposes within the University of Damascus.

Duties: To be responsible to the Centre Director for the design and direction of training courses conducted by the Centre; for establishment and maintenance of the Centre's resources centre; for advice on and coordination of all ESP testing and examining with the University; six hours' teaching per week.

Qualifications: Candidates, aged 35-50, must have a degree plus MA in Applied Linguistics or one-year postgraduate TEFL qualification; and five years' teaching experience, including a minimum of two years' ESP experience overseas. Knowledge of Arabic desirable.

Salary: £10,562-£12,542 pa. 80 K 22

ADVISER IN PRIMARY ENGLISH

(Zambia)

Curriculum Development Centre, Education Services Centre, Lusaka.

Duties: to evaluate the Zambian Primary Course English component and revise this and to develop new instructional material for the revised course.

Qualifications: Candidates, aged 34-50, must have a degree, preferably in English or a Foreign Language plus an MA in Applied Linguistics or one year postgraduate TEFL qualification, experience of TEFL curriculum development at primary level and a minimum of five years' relevant experience overseas, preferably in Africa.

Salary: £10,562-£12,542 pa. 80 K 8

Benefits: Salary free of UK income tax; variable overseas allowance according to marital status and salary level; free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave.

Posts tenable from January 1981. Selection Board will be held in November.

Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

THE BRITISH COUNCIL

Administration

Local Education Authority

BEDFORDSHIRE

EDUCATION SERVICE
RESOURCES CENTRE FOR MULTIRACIAL EDUCATION
LUTON
HEAD OF CENTRE
Scale 4

Applications are invited from experienced teachers who have the enthusiasm, energy and vision to set up and administer a new Resources Centre for Multiracial Education which is to be established in Luton from January, 1981.

It is expected that the work of the new Centre will complement that of a well-established Centre in Bedford.

Application forms and further details obtainable from the Chief Education Officer, County Hall, Bedford. Closing date October 24, 1980.

CLWYD

COUNTY COUNCIL
EDUCATION DEPARTMENT
SPECIALIST CAREERS OFFICER
Salary Scale AP4/5
£5,268 to £6,381 per annum

Applications are invited from suitably qualified and experienced careers officers for a special post based at Shotton for work with unemployed young people. The post is temporary and its period will be determined by the duration of an Urban Aid Grant connected with Shotton alleviation measures.

Further particulars and application forms from the Director of Administration and Legal Services, Personnel Section, Shire Hall, Mold (Mold 2121, Extension 394), to be returned by October 25.

DORSET

COUNTY COUNCIL
EDUCATION DEPARTMENT
CAREERS SERVICE
CAREERS OFFICER
(Poole)

You must hold a valid full driving licence and preferably have received training approved by the Careers Service Committee of the Local Government Training Board, and be in possession of the Diploma in Careers Guidance or equivalent qualification.

Salary within Grade AP3/4, £4,881 to £5,130 (maximum AP3) and £5,268 to £5,784 (maximum AP4). Newly qualified officers will commence on AP3 and proceed to AP4 after four years' experience. Qualified officers commence on AP3 or AP4 according to qualifications and experience.

Application forms (returnable by October 24) and further details from County Education Officer (DD), County Hall, Dorchester DT1 1XJ (Telephone: Dorchester 3131, ext. 4171). (Please quote post ED 136.)

HAMPSHIRE

CAREERS SERVICE

Qualified CAREERS ADVISER for part-time temporary appointment (up to 14 hours a week) to work with Vietnamese Refugees at Sopley Reception Centre, near Christchurch.

The person appointed will be based at the Divisional Careers Office, Southampton, and will be responsible to the Divisional Careers Adviser for the provision of vocational guidance and, in liaison with local teachers, for the maintenance and development of a careers education programme.

Salary Grade A.P.3/4 (£4,881 to £5,784) to be paid on a pro rata basis for up to 14 hours a week.

Starting point according to experience.

For application forms and further details please contact Divisional Careers Adviser, Arundel Towers North, Portland Terrace, Southampton SO9 4XE. Telephone: Southampton 35100 Extension 291.

Please quote reference 6u61. Returnable by October 20, 1980.

HERTFORDSHIRE

COLLEGE OF ART & DESIGN
CHIEF ADMINISTRATIVE OFFICER
(re-advertisement)

Applications are invited from suitably qualified and experienced men and women for the post of CHIEF ADMINISTRATIVE OFFICER and CLERK TO THE GOVERNORS.

The College is CNAA Approved and Conditionally Approved by TEC (DATEC).

Salary AP5: £6,132 to £6,540 including Weighting (salary increase pending).

Further details and application form from The Principal, Hertfordshire College of Art & Design, 7 Hatfield Road, St. Albans.

Telephone: St. Albans 64414.

MANCHESTER (City of)

EDUCATION COMMITTEE
BASIC GRADE CAREERS OFFICER
Salary: Grade AP4 £5,268/£5,784

The successful applicant will initially be based in the North Manchester Careers Office and will be expected to carry out the full range of careers work with schools, employers and unemployed young people.

Applicants should either be qualified and/or experienced careers officers or students completing the Diploma in Careers Guidance.

The City Council operates a Union Membership Agreement under which a new employee is required to become a member of a recognized trade union.

Application forms and further particulars from the Chief Education Officer, Education Offices, Crown Square, Manchester M60 3BB. Please quote reference number CEST.

Closing date: October 17, 1980.

STAFFORDSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
ADVISORY OFFICER
COMPUTER STUDIES AND COMPUTER-ASSISTED LEARNING
Soulbury (H.T. 10), £13,380 to £14,430

Applications are invited from suitably qualified persons having a sound understanding of computer-based work in schools, to work in conjunction with professional colleagues on the initiation and development of programmes on a broad curricular base.

Application forms and further particulars from Chief Education Officer (Admin), Education Office, Tipping Street, Stafford ST16 2DH.

Closing date for applications October 20.

TEACHING ENGLISH

as a foreign language.

£19,400 tax free for a two year assignment in Saudi Arabia

Throughout Saudi Arabia, Lockheed Aircraft International operates and maintains a complex communications and aviation services network. English is the main operating language and regular instruction is given to Saudi Arabian nationals.

Additional Language Instructors are now required to conduct classroom courses in written and spoken English for Arabic speaking Service personnel. Essential requirements are:

*a degree in English Language followed by a teachers' training course or
*an English Language teaching qualification.

All applicants must have 5 years' teaching experience and have attended a TEFL course.

Salary will be £19,400 tax free for a two year assignment with free bachelor accommodation, food and laundry; free medical care and life insurance, three paid leaves annually with free flights home and excellent recreational facilities.

Write with details of experience to the Senior Recruitment Executive (Lockheed), IAL, Personnel Consultancy, Aeradio House, Hayes Road, Southall, Middlesex. Quote ref L298.

Telephone: 01-574 5000

IAL

MACHABENG HIGH SCHOOL

MASERU, LESOTHO

requires for January 1981

qualified, experienced teachers as Heads of
partment in English, Mathematics, Science and
Studies—for the introduction of 'A' Level
in this expanding International Day School (30
alities) of some 200 pupils in the Kingdom of

acts: 2 years, renewable. Benefits include: Air
Baggage Allowance, subsidised housing, medical
25 per cent Terminal Gratuity (tax free). Salary:
1,200 Rand, negotiable.

ations, plus photograph and full Curriculum Vitae
references to: The Headmaster, Machabeng High
P.O. Box 1570, Maseru, Lesotho, to arrive not
than October 31st 1980.

ADVISER FOR CRAFT, DESIGN AND TECHNOLOGY

Salary £13,062-£14,109 p.a. inclusive

responsible mainly for specialist advisory work
also be expected to act as a general adviser
a team covering the whole education service.
cants must have substantial and varied teaching
ience in technological and craft studies. Those
can offer experience of curricular development
es in teaching at all levels and relevant inservice
ng would be welcomed although the main require-
is for good, specialised, responsible teaching
ience in Schools, together with enthusiasm, drive
initiative.

benefits may include 75 per cent removal
ses, legal fees for house purchase (max. £800)
temporary lodging allowance. Car allowance pay-

ation forms and further particulars from the
onnel Officer, Civic Centre, Uxbridge, Middlesex
1UW.

Hillingdon

Tel. Uxbridge 50589, quoting ref. E/26/52X. Closing date: 21.10.80.

THE GIRL GUIDES ASSOCIATION

seek a

Residential Secretary

to fill a senior position at their Training Centre at Waddow Hall, Clitheroe, Lancs. Knowledge of Bookkeeping and Typing essential. Shorthand an advantage.

For fuller details write to Mrs. Eileen Earnshaw, 17-19 Buckingham Palace Road, London SW1W 0PT.

Somerset County Council

SOMERSET EDUCATION and CULTURAL SERVICES COMMITTEE

Education Officer (Schools) Grade PO2 (iv)
Salary £9,813-£10,766 (pay award pending)

Applications are invited for this key third tier post to work closely with the Deputy Chief Education Officer (Inspection and Curriculum). The successful applicant will share responsibilities concerning the provision, maintenance and improvement of the Education Service throughout the Primary and Secondary sectors, but with particular reference to the arrangements for the deployment of teaching staff and Special Education. He/she will have a good honours degree or equivalent, teaching experience, and administrative experience.

Application form and further details are available from the Chief Education Officer, Staff N.T., County Hall, Taunton.
Closing date 24th October 1980.

Area Education Officer

Derby and South Derbyshire

Applications are invited from persons with a University degree (preferably Honours) who have had substantial teaching and administrative experience for this senior post in the education service of a large County Authority.

The Area Education Officer is based in Derby.
Salary scale £11,151 to £11,862 (pay award pending).

Application form and further details from:—
The Director of Education, Education Department, County Offices, Matlock, Derbyshire, DE4 3AG.

Completed application forms should be returned by 24 October, 1980.

DERBYSHIRE County Council

EDUCATION DEPARTMENT

CAREERS OFFICER

(Salary A.P. 3/4: £4,476 to £5,784)

Required to carry out the full range of duties centred upon liaison with employers and the vocational guidance of young people.

Applicants should preferably be graduates and those not in possession of the Diploma in Careers Guidance or comparable qualification should have experience which would enable them to advise young people satisfactorily regarding educational and employment opportunities.

Some specialist work may be available as the post is within a team offering a variety of specialisms, notably guidance to groups such as college students and the handicapped.

Car loan facilities/casual car user allowance will normally be available.

Application forms available from the Chief Personnel Officer, Civic Centre, Millgate, Wigan. Tel. Wigan 44991, ext. 43. Closing date 24th October, 1980.

WIGAN Metropolitan Borough

Leicestershire

ASSISTANT EDUCATION OFFICER

[illegible]HOOLS)

£9,090-£10,053 p[illegible]

This post, which will involve interesting and varied work in secondary schools (vacant from January 1, 1981, on promotion of present holder) is open to men and women graduates with a good teaching record preferably including senior experience in a comprehensive school. LEA administrative experience is desirable but not essential.

Commencing salary point according to experience. For further details 'phone Leics. 871313 ext. 256.

Apply (no forms) with names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, by 16th October, 1980.

PRINCIPAL OFFICER

Development

P.O.2(a) £9,090-£10,053 (Pay Award Pending)

This post in the Development and Buildings Unit of the County Education Office, Chelmsford has specific responsibility for (a) Changes in the Development Plan for Schools; (b) the formulation of Capital Programmes; (c) the acquisition, changes in use, and release of land and property. Applicants should have at least two of the following: degree or other appropriate qualification; teaching experience; relevant administrative experience.

Application forms and further details from County Education Officer (P), P.O. Box 47, Chelmsford CM1 1LD. (Telephone Chelmsford (0245) 67222, ext. 2878) to be returned by 24th October, 1980.

ESSEX County Council

ADMINISTRATION
General
continued

LONDON

THE POETRY SOCIETY requires an EDUCATION OFFICER.

Experienced and imaginative person to organize the Poets-in-Schools scheme, children's poetry activities, and supervise Spoken Poetry and Prose examinations.

Salary, £5,017 per annum.

Closing date for applications, October 31, 1980.

Full details from Barbara Hill (telephone 01-373 7861), The Poetry Society, 21 Earls Court Square, London SW5 9BY.

Child Care

LONDON

WANDSWORTH SHIFTWORKERS' DAY NURSERY

Wandsworth Childcare Campaign has received an Urban Aid Grant to open shortly (in liaison with St. George's Hospital, Tooting) an innovative 40-place day nursery. The nursery will cater for shift-workers' children, and will be open from 7 a.m. to 10 p.m.

We are looking for —

OFFICER-IN-CHARGE, £5,994 (inclusive of London Weighting)

DEPUTY, £5,307 (inclusive of London Weighting)

NURSERY OFFICERS £4,716 (inclusive of London Weighting)

Applicants should have either a recognised qualification in childcare, education etc., or considerable experience of working with children. Flexibility, and the ability to enjoy a team approach are essential prerequisites. Parents' involvement will be actively encouraged.

Contact Penny Pickering, Wandsworth & E. Merton CHC, 1 Balham Station Road S.W.12. Telephone 673 [illegible].

Closing date October 31, 1980.

SUNDERLAND
(Borough of)

SOCIAL SERVICES DEPARTMENT
WELLESLEY NAUTICAL SCHOOL
Blyth, Northumberland
(90 Boys—14-17 years)
HOUSEMASTER/HOUSEMISTRESS
Salary : £5,208 to £5,784/£6,174

The successful candidate will be expected to carry out duties within one of the living units as a member of the Unit Team. Duties involve the care, control and supervision in all social and recreational aspects of boys, working alongside teaching and instructional staff.

Opportunities exist for secondment leading to the C.Q.S.W. qualification.

Not all the posts of Housemaster are residential but there are some excellent staff houses available at nationally agreed rental, residence in which is not part of the contractual agreement.

Full descriptive details including job description and application form on application via the Staffing Sub-Section, Room 5, 102 Town Hall and Civic Centre, Sunderland.

Telephone : Sunderland 76161, Ext. 114.

Additional personal inquiries are encouraged by telephoning Captain R. D. Swanston, Blyth 3773.

The closing date for return of completed application form is Friday, October 24, 1980. L. A. Bloom, Chief Executive.

Examiners

JOINT MATRICULATION BOARD

UNIVERSITIES OF MANCHESTER, LIVERPOOL, LEEDS, SHEFFIELD AND BIRMINGHAM

EXAMINERS FOR THE G.C.E.

TEACHERS with appropriate professional qualifications and three or more years' teaching experience are invited to apply for appointment as examiners in

GENERAL PAPER/
GENERAL STUDIES
ENGLISH LANGUAGE
ENGLISH LITERATURE

For further information apply in writing to the Secretary. Teachers who have been informed that they are already on the Board's reserve lists do not need to make any further application.

Joint Matriculation Board, Manchester M15 6EU.

R. Christopher, Secretary to the Board.

LONDON REGIONAL EXAMINING BOARD

Applications are invited for the following posts :

ASSISTANT EXAMINERS IN : Social Studies, Chemistry, Physics, English, Child Care and Development, Home Economics, History, Biology, Human Biology, French, German, Spanish, Geography, Natural/Environmental Science, Computer Studies, Graphical Communication (Technical Drawing), Motor Engineering, Metalwork, Classical Studies, Everyday Mathematics (Mode 2).

ASSESSORS IN : English, History, French (Oral), Computer Studies, German (Oral), Spanish (Oral), Geography (Field Work), Social Studies.

VISITING ASSESSORS
(based within a radius of 60 miles of London) in :

Art, English (Oral), Home Economics, Drama and Theatre Arts, French (Oral Tests), German (Oral Tests), Spanish (Oral Tests), Woodwork, Metalwork, Engineering Studies, Graphical Communication (Technical Drawing), Motor Engineering.

Application forms and further details should be requested by postcard from the undersigned to whom completed application forms should be returned not later than October 31, 1980.

D. H. Board, M.A., Secretary to the Board, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF.

UNIVERSITY OF LONDON
UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL
GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The council invites applications for the following Chief Examiner appointments :

ADVANCED LEVEL

Technical Drawing from June 1982
Music from June 1983
Practical Music from June 1981
French Syllabus B from 1982

Applicants should be graduates or hold appropriate qualifications and should be under 65 years of age with five years recent teaching experience. Experience in G.C.E. or C.S.E. examining would be an advantage. For application forms and further details please send a self-addressed envelope to the Secretary, University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE. Completed application forms should be returned by 31 October 1980.

Previous applicants for Advanced Level French, Syllabus B and Music need not re-apply as their applications will be considered with any new ones received.

RADIO PRODUCER
SCHOOL BROADCASTING

To plan and produce a wide range of drama, music and movement programmes for use in nursery, infant, primary and junior secondary schools.

The successful candidate must have considerable teaching experience in movement and drama (musical training an advantage), creative flair in developing radio in this area of the school curriculum and writing ability. A degree or professional qualification is desirable.

Salary: £7,565 to £9,880 p.a. (starting salary in accordance with qualifications and experience), plus unconsolidated allowance of £415 p.a. Based Central London. Relocation expenses considered.

Contact us immediately for application form and further particulars (quote reference 2392/TE and enclose S.A.E.): BBC Appointments, London, W1A 1AA. Telephone: 01-580 4468, extension 4619.

BBC

SOUTHERN REGIONAL EXAMINATIONS BOARD

Vacancies exist for EXAMINER/MODERATORS for the Board's 1982 examinations in the following subjects :

ECONOMICS
RELIGIOUS STUDIES

The posts require sympathetic understanding of the needs of pupils at the secondary level over a wide range of ability. Knowledge of examination techniques, together with the appropriate professional competence and C.S.E. experience in the subject.

The duties include the preparation of question papers and involvement in the grade awarding procedures.

Further information and application forms are available from the undersigned to whom completed forms should be sent to arrive not later than October 31, 1980.

H. G. Macintosh, Esq., M.A., Secretary to the Board, Southern Regional Examinations Board, Avondale House, 33 Carlton Crescent, Southampton. SO9 4YL.

THE ASSOCIATED EXAMINING BOARD
FOR THE GENERAL CERTIFICATE OF EDUCATION
Wellington House,
Aldershot, Hampshire.
GU11 1BQ

The Board invites applications for the following posts:

(1) ASSISTANT EXAMINERS in HISTORY of ART at ADVANCED LEVEL for 1981:

(a) Option 08—Neoclassicism, the Romantic Movement and Realism

(b) Option 09—Modern Art and its Origins

Applicants should state clearly which of the specialist options they wish to be considered for.

(2) ASSISTANT EXAMINERS in HISTORY of ART at ORDINARY LEVEL for 1981.

All applicants for the above posts must possess a degree or equivalent qualification and should normally have had at least four years' teaching experience at the appropriate level in schools and/or further education establishments.

All applications must be received within fourteen days of the appearance of this advertisement.

Application forms and further particulars may be obtained by applying in writing to the Secretary General (A10), Visual Arts Department, at the Board's offices.

Ancillary Services

DORSET

ST. ANTONY'S-LEWESTON
Sherborne

Resident HOUSE MATRONS required to help with general school duties and pastoral care of girls (groups between ages 11 to 18).

Holidays, free time, salary, etc., by agreement.

Please write, enclosing names and addresses of two referees, to the Headmistress.

Miscellaneous

CROYDON
(London Borough of)

CHIPSTEAD VALLEY
SATURDAY MORNING
MUSIC SCHOOL

Required for January 1981: a CONDUCTOR for the above-mentioned Music School. The school is being set up to provide opportunities for young students who already learn musical instruments to play in orchestral groups. These groups will be of junior standard and members will audition for one of the other Croydon Music Centres upon reaching the appropriate grade.

Responsibilities of the Conductor will include the conducting of the orchestra(s), the allocation of duties to a team of Instrumental Tutors, the auditioning of new members and the general administration of the school.

Applicants should be qualified teachers, and enthusiastic musicians, with experience of working with youngsters in orchestral ensembles. The post is for five hours a week, payable at the standard peripatetic rate.

Application forms obtainable from (and returnable to) the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon. Telephone 01-686 4433, ext. 2674. Closing date: October 24, 1980.

BRENT
(London Borough of)

EDUCATION COMMITTEE
EDUCATION LIAISON OFFICER

Required from January or earlier if possible:

EDUCATION LIAISON OFFICER at the South Kilburn Joint Project to further and assist the aims and objects of a corporate approach to problems in particular areas of the Borough by forming a link between staff and other departments engaged on joint projects and staff in the education service. The Education Liaison Officer will be asked to develop the project's interest in community education at a high-rise, multi-racial estate.

Salary Burnham Scale 3.

N.J.C. Conditions of Service.

Casual car user allowance payable.

Candidates should apply by letter to the Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, within 7 days giving age, present post, qualifications, experience and references enclosing S.A.E. for reply.

Informal enquiries to the Project Leader, Mr. Newbold, telephone 328 (1767).

London Allowance of £840 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc. travelling and lodging allowances.

BIRMINGHAM

BIRMINGHAM SETTLEMENT
RESIDENTIAL
SOCIAL WORKER

The Settlement is looking for a person (male or female) to join its residential staff team in its mixed hostel for (in care) adolescents, students and young working people.

The atmosphere is informal and the emphasis on educational rather than custodial needs. The person appointed will be over 23, one of a team of three with proven sympathy and ability to work with young people.

Further details and application form from: The Director, Birmingham Settlement, 318 Summer Lane, Birmingham B19 3RL.

YOU'VE GOT TO BE GOOD TO EARN £17,173

You've got to be enthusiastic, intelligent and ambitious.

Your integrity, determination and responsibility will be evident from your career so far.

You've got to be keen to meet people and companies, helping them to organise their financial affairs.

We can offer you the opportunity to earn that sort of income and more—last year the top 200 in our field force averaged £17,173.

We can offer you a full-time pensionable career with a guaranteed income.

We can offer you a progressive and secure future in one of the world's major financial institutions with the opportunity of progress to the highest management level.

We can offer you graded training, supervision and support for the first three years while you establish yourself in a professional career.

We can offer you an extensive range of plans to ensure the widest possible market in every aspect of life assurance, pensions, mortgages, equity-linked investment and financial planning.

Our preferred age range is 21-49 and as part of our major development programme we have vacancies throughout the United Kingdom.

If you would like to know more please write, enclosing a curriculum vitae, to: P. T. English, B.Sc., Dp., Th., Development Adviser, Sun Life Assurance Company of Canada, 2, 3 and 4 Cockspur Street, London SW1Y 5BH, or telephone Burley (04253) 2482 Sun Life of Canada.

CROYDON

CAREER OPPORTUNITY, for a self motivating sales type to promote our expanding range of Science Teaching Equipment to Schools, Colleges and L.E.A.'s.

The applicant should be resident in the Home Counties or within easy reach of London.

We seek some one with a general background in one of the main science disciplines as well as ambition and sales talent.

Generous salary. Company car, pension and other fringe benefits, etc.

Apply to Irwin-Desman Ltd., 294 Purley Way, Croydon CR0 4QL. Telephone: 01-686 6341

DORSET

BEAMINSTER SCHOOL
Beaminster

FRENCH SPECIALIST, required January, willing to offer other subject(s).

Combined with post as part-time resident assistant House Tutor in boarding house (37 girls 11-18) for which annual supplement of £1,178 is payable.

Allowances for sleeping in and meals on duty: deductions for board and lodging.

Apply by letter, with curriculum vitae and names and addresses of two referees, to Headmaster.

CAVE LITERACY CLUB

CAVE is a voluntary education project in Clapham which runs a day and evening literacy club for young people. We need a worker for this club to start as soon as possible. Experience in adult literacy essential. Contract renewed annually.

Contact Pat Roach, 01-622 7186, for further information and details about salary.

FRENCH, Residential College in Rye, Sussex, which has established highly successful Christmas and Easter School Holiday Courses in "A"-level French now requires another really capable well qualified Academic Director, French National or Bilingual for two or three weeks planned 1980/81. Further openings possible. Contact the Principal, Saxon College, Springfield Court, Playden, Rye, Sussex. Tel. Rye (079-73) 3041.

FRENCH AND GERMAN. You will be teaching two African girls in their late teens who are complete beginners, in a London W1 college. 15 hours per week, Monday to Friday. Hours to suit you. One academic year starting January, £4.80 per hour. Write giving curriculum vitae and hours available. Write Box Number TES 3904, The Times, WC1X 8EZ.

GENTOURS School Travel, Liverpool, are expanding their business, and have vacancies for part-time or full-time representatives and advisers in southern England and Wales, north-east England, Scotland and Ireland. For further details apply in writing to: Gentours Ltd., 49 Bold Street, Liverpool L1 4EU.

URGENT! Wanted, qualified teachers of Maths and Physics for "O" and "A" level, for private coaching, by leading tutorial company in Yorkshire. Excellent rates of pay. Write: "Private Tutors", 3 Wigton Grove, Leeds 17, Yorkshire.

ENVIRONMENTAL Studies—free charts, leaflets, facts, figures on conservation, U.K. wildlife, habitat, country sports.—BFSS, 59 Kennington Road, London SE1 7PZ.

TOUR OPERATORS, specialising in Belgian coast, require freelance representatives to promote school and youth group programme.—Box TES 3909, The Times, WC1X 8EZ.

Outdoor Education

CUMBRIA

OUTDOOR EDUCATION IN THE LAKE DISTRICT

Tailor-made outdoor pursuits, environmental and specialized residential programmes for schools, individuals, youth clubs and specialist groups. Excellent facilities, equipment and staff, 200 acres of woodlands on the shores of Lake Windermere.

Open all year. New brochure available. Write now for your free copy.

YMCA NATIONAL CENTRE,
Lakeside, Ulverston, Cumbria,
LA12 8BD.
Telephone 04483
(Newby Bridge) 758.

CUMBRIA

CASTLE HEAD FIELD CENTRE
Grange-over-Sands, Cumbria
LA11 6QT

TEACHERS COURSE
October 24-27, 1980

Whole-course input for first evening and morning, then tutored sub-groups for field investigations in ECOLOGY, GEOGRAPHY/GEOLOGY and HISTORY. An opportunity to investigate a rich and varied area from a well-endowed centre. £19.50 (plus VAT).

TUTORED "A"-LEVEL GEOGRAPHY COURSES
November 9 to 14 and
November 23 to 28, 1980

Fieldwork includes: glacial geomorphology, limestone scenery, urban data collection and analysis, and an individual project £45 (plus V.A.T.).

Phone (04484) 4300 or write for information.

ISLINGTON
(London Borough of)

OUTDOOR PURSUITS FROM THE INNER CITY

THE MICHAEL SOBELL SPORTS CENTRE

Required: an OUTDOOR PURSUITS ORGANIZER to develop the widest possible range of outdoor activities. Considerable instructional experience and national qualifications in at least three activities are required in addition to evidence of organizational ability and initiative.

The person appointed will be expected to share in practical work and work a 35-hour week, normally on a Wednesday to Sunday basis.

This will be a three-year appointment with a salary within the scale £5,325 to £6,082 (inclusive) per annum (pay award pending).

Application forms and further details from: The Michael Sobell Sports Centre, Hornsey Road, Islington, London N.7. Telephone: 01-607 1632. Closing date: October 24, 1980.

Our jobs are open to all races and both sexes.

MINERVA OUTDOOR VENTURES

Experts in outdoor education for the young invite you to bring a school party to our farmhouse centre in the Brecon Beacons, South Wales. We specialize in Adventure Weeks and Field Study Courses, individually designed to suit your own special requirements. Canoeing, pony trekking, climbing, archery, caving and much more in small groups and absolute safety. We are very experienced and pride ourselves on our caring supervision. Ideal for age groups nine to 18. I.L.E.A. approved. Your first trip? Don't worry. We take all the problems off you. Beginners our speciality. Details from Minerva Outdoor Ventures, Crown House, 19 London Road, High Wycombe, Bucks. Tel.: (0494) 445383.

NORTH DEVON

SKERN LODGE
OUTDOOR CENTRE

The small centre that specializes in personal attention. Open all year. Homely atmosphere. Excellent food and accommodation. Tailored multi-activity courses or specialist programmes as required in caving, climbing, abseiling, walking, riding, canoeing, river adventure, sailing, surfing, snorkelling and land yachting.

Bargain planning weekends for teachers interested in bringing groups. Environmental studies and field courses welcome.

Telephone Bideford (02372) 6993 or write to Martin Robinson, Skern Lodge, Diddywell, Appledore, North Devon.

YORKSHIRE

E.L.E. ACTIVITY HOLIDAYS

Introductory courses in outdoor activities, including canoeing, climbing, caving, archery, orienteering, at our adventure camp near Bolton Abbey.

Horse-riding holidays with horse and stable management as well as three to four hours' riding per day.

We can arrange a programme to suit you. Our standards are high and references are available from our past group leaders.

Full details from: Peter Willerton, Director, E.L.E. Activity Holidays, 8 Wells Road, Ilkley, Yorkshire. Telephone (0943) 600470.

SNOWDONIA, Creigiau Centre, Harlech. Field studies, etc. 16 beds.—0766 780 849.

When you're a Hestair Hope Representative doors open for you. Will you stride, boldly through them?

We'll refrain from giving you our company history, interesting though it is. Because if you are a regular reader of this paper you will already know us by our advertising. And, you may have already seen our annual catalogue or one of our many direct mail shots. In which case we hardly need tell you that a Hestair Hope Representative can offer customers an unbeatable range backed by unbeatable service.

But, we have other customers besides those in Education. We supply many other market sectors so you'll be expected to develop existing and new business in Education, leisure and industrial markets.

By doing so, you'll justify a salary package of around £5,500, plus the usual fringe benefits. Of course, you wouldn't expect to do the job without a company car. So, there's a Ford Cortina waiting for you.

Our existing sales force is aged between 25 and 35. We won't exclude you if you're not quite within this age group. But, you'll need to match the energy, ambition and self-motivation that our current representatives display.

Do that and you'll find that doors will open for you. All you have to do is stride, boldly through them to develop a worthwhile career in selling.

Vacancies in the South Midlands area.

Write, first of all for an application form to:
Jill Brundrett, Sales Co-ordinator,
Hestair Hope Ltd.,
St. Phillips Drive, Royton,
Oldham OL2 6AG.

Hestair Hope

English as a Foreign Language

ELT REPRESENTATIVE

We are looking for a representative to promote our ELT list in the United Kingdom and Europe.

The position entails about five months a year representative will be responsible contacting agents and distributors visiting ELT schools and institutions staging exhibitions, and seminars.

We require EFL qualifications and experience and a sensitivity to marketing and selling but experience in export sales is not essential. Knowledge of Spanish and French will be a distinct advantage.

Please ring or write for application form and job description to Department, 01-637 1466 Lyons Brothers Limited, House, Russell Square, WC1B 5BX.

KENT

COURSE DIRECTOR
SUMMER E.F.L. PROGRAMME
1981

Person appointed required to Intensive English in College January, 1981; be resident cultural activities and organization for the summer.

Apply: Schiller College, ham Court, West Wickham, BR4 9HH.

Telephone: 01-777 8069.

TEACHER required January 12 for INTENSIVE ENGLISH GRAMME: must be resident and willing to assist in cultural sports activities.

Apply: Schiller College, ham Court, West Wickham, BR4 9HH.

Telephone: 01-777 8069.

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
TEAM LEADER—ENGLISH as a Second Language.

For January, teacher to work as Team Leader across a number of schools in central Nottingham member of the Authority's as a Second Language staff perience in this type of work tial.

Application forms and details available (s.a.e.) Director of Education County Hall, West Bridgford, Nottingham NG2 7QP, they should be returned by ber 21, 1980.

VACANCY for E.F.L. teacher fied and experienced, contribute to Evangelical lian Fellowship, lish, Whitby, Yorks.

QUALIFIED and experienced of English as a foreign required by small private in South Kensington time preferred but part-time sidered. Apply in Writing Principal, Collingham Collingham Gardens, S.W.5.

Appointments Wanted

ENGLISH MA (distinction, wishing to pursue academic requires teaching 061 764 7038.

MADAGASCAN NATIONAL, Maitrise English Sorbonne post teaching French. Chan Kwong, 130 Massena, Apt. 3130, 750

URGENT. Honest, adaptable E.F.L. Teacher ed, universally E.L.T. diploma V.S.O. Nigeria, work, requires immediate ment England/overseas phone: Mirfield 499377.

Awards and Scholarships

LONDON

DULWICH COLLEGE
London, S.E.21
Telephone : 01-693 3601
ENTRANCE AND SCHOLARSHIP EXAMINATIONS 1981

The following Entrance and Scholarship Examinations for admission to Dulwich College in September 1981 are announced :

For boys born between September 1, 1969, and August 31, 1973, Monday, February 9, 1981.

For boys born between September 1, 1967, and August 31, 1968, Monday and Tuesday, February 16 and 17, 1981.

Copies of the prospectus together with registration forms and full details of the more than 50 college scholarships and bursaries open for competition (including awards for Music and Art) may be obtained from the Admissions Secretary. Bursaries are awarded if clear financial need can be shown.

Boys will also be considered for entry into the Sixth Form to follow an "A"-level course. Details of courses and of a Science/Mathematics Scholarship and of Bursaries available may be obtained from the Admissions Secretary.

Closing date for applications is December 31, 1980.

Parents of prospective pupils are always most welcome to visit the school by prior appointment through the Admissions Secretary.

Educational Courses

LONDON

UNIVERSITY COLLEGE LONDON
Gower Street, London WC1E 6BT

Applications invited from graduates with first or second-class honours degrees in Psychology and teaching experience for the one-year M.Sc. Professional Training Course in Educational Psychology (and from other suitably qualified graduates for a two-year course), beginning in October, 1981.

The degree is a fully recognized qualification for psychologists who wish to work in Local Authority Services.

Application forms (by November 1, 1980) and further information from the Registrar.

UNIVERSITY OF LANCASTER
Postgraduate Study in Education

Applications are invited from experienced teachers and college lecturers, and from recent graduates and undergraduates taking their final examination this year, for post-graduate study in Education. A second class honours degree is the normal requirement for entry but others who can show evidence of the capacity to benefit from advanced study in Education may be admitted. The following courses are available :

M.A. in Education which may be taken either full-time (one year) or part-time (two or three years). The course allows considerable freedom of choice, the main Options being Research Methods, Curriculum Development, Social Sciences, Planning and Policy, and Physics and Education (full-time only).

Postgraduate Diploma in Educational Studies which is a nine months full-time course for students whose previous qualifications or experience are not sufficient to qualify them immediately for the M.A. course. In addition, the Department can offer supervision for research degrees at Master and Doctorate level in many areas of education. The Department receives S.S.R.C. studentships for both course work and research degrees. These are awarded to well qualified candidates who cannot obtain financial support elsewhere.

Further details of the courses and research degrees offered by the Department may be obtained from the Graduate Studies Tutor, Department of Educational Research, Cartmel College, University of Lancaster LA1 4YL.

FOR SALE
RECOGNISED EFL SCHOOL
CAMBRIDGE

Long established small school with first class reputation. Member of ARELS. Links with College for extra summer courses. Sale due to impending retirement of Proprietor/Principal. Realistic all-inclusive price to be negotiated for a fully operational school. Leasehold.

Serious enquiries to : Mr J. Barnes, The New School of English, 52 Bateman Street, Cambridge, CB2 1LR.

HERTFORDSHIRE

Potters Bar 4 miles
London 20 miles

AN HISTORIC COUNTY HOUSE
DATING FROM THE EARLY
NINETEENTH CENTURY CONVERTED
TO A HOSPITAL

Suitable subject to planning permission for a school, hotel, conference centre, headquarters office, sub-division. Two dayrooms. Fourteen wards. Nine bedrooms. Domestic offices. Lodge. Two cottages. Nurses home. Swimming pool. Garden.

FOR SALE BY AUCTION on Wednesday
12th November 1980 at 2.30 p.m. at the
Red Lion, Great North Road, Old Hatfield
IN FOUR LOTS WITH ABOUT 14½ ACRES
(unless sold previously)

Knight Frank & Rutley
20 Hanover Square London W1R 0AH
Telephone 01-629 8171 Telex 265384

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

M.A. IN MUSIC EDUCATION
October, 1981

Applications are invited from well-qualified and experienced Music teachers for this two-year part-time or one-year full-time course.

The course covers three areas of study:

(a) Educational studies with reference to Music Education.

(b) The Music Curriculum.

(c) A dissertation or a report on practical work in a chosen field.

For further information and application forms apply to the Deputy Academic Registrar (Higher Degrees), University of London Institute of Education, 20 Bedford Way, London WC1H 0AL.

Personal

Announcements

CASSELL

£100 FREE BOOKS COMPETITION

£100 worth of books and a bottle of sherry to the winner: G. B. Brown, Our Lady's High School, Lancaster.

A bottle of sherry goes to each of the three runners-up: P. R. Elliston, King Alfred Comprehensive, Burnham-on-Sea; H. D. Haly, All Saints C. of E. V/C Middle School, Sudbury; and R. Versluys, Christ's School, Richmond.

TEACHER

Recently graduated TEACHER, not wanting conventional teaching job, needed for bright, lively six-year-old school boy. Must be imaginative and interested in sports. Some housework required. Own room and TV. Good salary and travel during school holidays. Must have current driving licence. Good references required. To start as soon as possible.

Please telephone between 6.00 p.m. and 8.00 p.m., 01-408 0691.

AVAILABLE for use by schools during weekdays for courses or projects. Situated in pleasant countryside. Very reasonable prices. For further details write to Cloverley Hall Conference Centre, Whitchurch, Shropshire : 094876[illegible].

BANK LOANS.—Immediate. Repay only £11.16 p.w. for £2,000.—Hometown. 01-889 0334.

D. & D. FINANCE. £50 to £10,000. Fast loans and mortgages arranged. Tenants and owners. Full details. Telephone 0202 523154 evenings and weekends.

HOLIDAYS AND PERSONAL LOANS from £100 arranged without security or delay. Campbell & Robson Ltd., 107 Jermyn Street, London / SW1Y 6EW. Write, 'phone or call for written terms. Telephone : 01-839 3956.

IMMEDIATE advances £100 to £20,000, no security needed. Written terms on request. Regional Trust Ltd. 31 Dover Street, Piccadilly, London W1A 4RT. Tel: 01-491 2934.

JOB-HUNTING? Seeking promotion? Helpful hints on all aspects—writing your own curriculum vitae (with specimen curriculum vitaes); application forms and letters; preparing for interview including likely questions. Send cheque/Postal Order value £3.50 to Scribes, Box No. TES 3884, The Times, WC1X 8EZ.

MORTGAGES, remortgages; top-ups, special facilities.—Hometown, 2 Alexandra Road, London N.8. 01-889 5244.

MORTGAGES. "Top-ups", remortgages, secured and unsecured loans for teachers.—Martin Hasseck Ltd., Incorporated Mortgage Brokers, Freepost, London NW4 1LL. Tel.: 01-346 4653 (24 hour answering).

R.Y.A. YACHTMASTER, male, planning offshore sailing during school holidays and weekends, would like to hear from potential crew members. West London/Surrey base.—Write Box T.E.S. 3906, The Times, WC1X 8EZ.

PUBLISHER seeks M.S.S. of short stories, plays, novels, suitable for classroom use with secondary children of all abilities. Write Box No. TES 3875, The Times WC1X 8EZ.

SAME day loans. Unsecured, £50-£1,500. Richmond Investments Ltd., 4 The Green, Richmond, Surrey. 01-940 9835/2920. Est. 1934. "Written quotes on request."

SWEATSHIRTS printed to your order. Suppliers of quality garments to schools, etc. since 1969.—For details contact Adventure Graphics Ltd., P.O. Box 43, Portsmouth. Telephone: (0705) 737004.

T-SHIRT and S' shirt printing with your club/school design. Other sports-wear available. For details; Tony-T-shirts, 436 Edgware Rd., London, W2. Tel: 01-723 7305.

T-SHIRTS and S.S. printed for your school, college, club.—Details from the Sussex T-Shirt Co., River Road, Littlehampton, West Sussex, BN17 5BZ. Telephone 09064 7298.

WARREN RECORDINGS offer a service: cassette duplication, pressings from your tapes or our location recording.—Warren Recordings, 59 Hendale Avenue, London NW4 4LP. Tel. 01-203 0306.

WRITE and sell Children's Stories. Mail tuition. Sales assistance. Free booklet.—Children's Features (TES), 8/9 Bexley Square, Salford, Manchester M3 6DB.

Exhibitions

TATE GALLERY, Millbank, SW1. Thomas Gainsborough. Until 4 January 1981. Wkdys. 10-5.50. (Tues and Thurs. until 18 Dec. 10-7.50) Suns. 12.30-5.50. Last adms. 20 mins. before closing. Adm. £1. Half price 5-7.50. Tues. and Thurs. Season tickets £2.80. Recorded information: 01-821 7128.

For Sale and Wanted and Postal Shopping

CANAL/RIVERBOAT. 4/5 berth, has crossed to Holland. Present owner cannot use July, August, seeks to share or reluctantly full sale. Half share £1,950. Full price £3,900. Details: tel.: Clare 244 evenings or weekend.

ALWAYS plenty of bargains at Dodson Hull! Brandell carpets, beds and furniture at special terms for teachers. Full manufacturers' guarantees and expert carpet-fitting service. All branches display carpets. Furniture on show at branches marked with an asterisk—but all goods available from all branches. Callers welcome, or write for brochure to Dept. TES, Dodson Hull Ltd., *London: 100 Aldersgate Street, London EC2Y 8AE. Tel. 01-628 7020. Brighton: 2 North Road, BN1 1YA. Tel.: 606402. *Bristol: 2-3 Royal London House, Queen Charlotte Street, BS1 4EX. Tel.: 28857. Falmouth: 36 Killigrew Street, TR11 3PW. Tel.: 313555. Ipswich: 116-118 St. Helens Street, IP4 2LE. Tel.: Ipswich 210268/9. Westcliff-on-Sea, 498 London Road, SS0 9LG. Tel.: Southend 46567.

CARPETS and Carpet Tiles at almost trade prices. No imperfect goods. Ring or write for immediate quotations. Free delivery anywhere in U.K., fitting service in many areas.—Cordova Carpets, 87 Cross Green, Formby, near Liverpool. Telephone Formby 74030 and 71165.

COTTAGE, N.E. London, suit professional couple : 3 bed., 3 rec., easy access City and country (Epping Forest). Offers around £33,000 for quick sale.—01-524 0645 (evening, weekend).

"DREAMJOBS"—a one-act play for five teenage girls; available from Samuel French Ltd. 50p + postage.

GRAMOPHONE records, cassettes from your/our tapes; excellent fund-raisers; studio (Steinway).—Sound News, 18 Blenheim Road, London, W.4. 01-995 1661

REVIEW copies and other books in fine condition bought by Vermilion Books, 57 Red Lion St., WC1. 01-242 5822.

TOP QUALITY, made in England tracksuits in school, team or club colours direct from manufacturers. Prices £6.60-£10.00.—A. A. Leisurewear, Rankin House 259 Church Road, Benfleet, Essex. Telephone South Benfleet 51662.

'YOUR OWN BUSINESS', a guide for teachers plus a chance to find your own business partner.—£4.48 from K B Management, 116 North Lane, East Preston, Sussex.

Holidays and Accommodation

NORTH DEVON

SKERN LODGE
OUTDOOR CENTRE

Diddywell, Appledore, North Devon
Tel.: Bideford (02372) 6993
£60 per head: Riding/Activity Courses. 5 Days/Nights. October to April. One free place for eleven.

SHORELINE HOLIDAYS

For Study and Activity Holidays. Magnificent scenery, good food, comfortable accommodation, full supporting facilities. Wide range of subjects for all ages. Brochure: Shoreline Holidays, Downs View, Bude, Cornwall (0288) 3134.

YORK

LADY ANNE
MIDDLETON'S HOTEL,
Skeldergate, York
Tel : 0904 39907.

Centrally situated. School groups welcome. Games Room, Study Room, Kick-around area, Disco if required.

Let us help you plan your school visit to this beautiful and historic city, full of interest regardless of the weather.

ADVENTURE Holidays.—India—Nepal. Dec./Jan. Himalayan Trekking Full 1981 programme. Kashmir, Middle East. Hann Overland, 16a Soho Square, London W1. Tel 01-437 5018.

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For further information contact Sylvia Groves at Squilver Activity Holidays, Hollinghope, Shrewsbury, Shropshire. Tel. : Linley 347.

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Senior Admin. Officer Child Care
The Save the Children Fund
157 Clapham Road
LONDON SW9 0PT
Tel : 01-582 1414
For informal discussion, telephone Martin Farrell, 01-928 4081.
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